

**A NATURALISTIC INQUIRY OF SERVICE-LEARNING
IN NEW ZEALAND UNIVERSITY CLASSROOMS:
DETERMINING AND ILLUMINATING THE INFLUENCE
ON STUDENT ENGAGEMENT**

A Thesis

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by

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Abstract

The purpose of this study is to more clearly understand what students' experience while involved in service-learning courses. Moreover, I sought to identify the relationships among service-learning, the outcomes typically attributed to it, and student engagement according to Naturalistic Inquiry methodology (Lincoln & Guba, 1985) and quantitative data from the Australasian Survey of Student Engagement (2009-2010) in two different upper-division courses at the University of Canterbury in New Zealand during the second semester of the 2009 academic year. One class approached service-learning in an addendum/add-on type of approach (Approach I service-learning), while the other course used a more fully-integrated approach (Approach II service-learning).

The theoretical framework offered by the philosophy of experiential education (Dewey) and the theories of experiential learning (Kolb), transformative learning (Mezirow), and student engagement (Kuh) combine to serve as the lens through which service-learning was initially viewed in this study. This framework provided the initial structure by which this study was facilitated and the relationship between service-learning and its typically attributed outcomes could be observed and better understood within a New Zealand tertiary environment.

The student experiences within Approach I and II service-learning served as sources for pursuing a greater level of sophistication and understanding of how these experiences influence the relationships of service-learning and ultimately how service-learning influences student engagement. Such an investigation is relevant to New Zealand tertiary teachers, researchers, and leaders, who are interested in creating conditions that engage students in learning while developing students personally and involving them within the local community. For transferability purposes, the goal of this study is to provide enough "thick description" (Lincoln

& Guba, 1985, p. 125) in the case of each approach to service-learning so that educators from New Zealand and the rest of the world can find meaning, value, and direction.

Quantitative findings from this study clearly demonstrated a statistically significant shift in student engagement benchmarks in both approaches to service-learning (3 of 6 AUSSE benchmarks in Approach I service-learning and 6 of 6 AUSSE benchmarks in Approach II service-learning). Qualitative data provided the means to suggest why these significant shifts occurred and illuminated the complexity of the student experience within service-learning environments. Qualitatively, both approaches to service-learning shifted the context of what it meant to be a student in a classroom. The following themes symbolize the different experiences and demonstrate ways teachers can best engage both eager and reluctant learners:

- *different experiences-providing opportunities for growth;*
- *consistently being a part of something-internal/external to university;*
- *active-learning through experiencing and thinking for yourself;*
- *worthwhile, intrinsic-due to helping community organisations.*

Considering the effects of service-learning on engagement have been relatively un-researched in New Zealand higher education and further inquiry into the pedagogical consequences has been warranted, the implications may provide insight into the development of service-learning in higher education for New Zealand, Australasia, and potentially, the world.

This study is dedicated to my family (my wife April, my mother Deborah, my father Lane, and my sisters Whitney, Heather, and Nicki) who have taught me throughout our countless interactions that to live is to experience, to experience is to learn, and that to learn is the first step towards becoming a part of something bigger than you, but better because of you.

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Glossary of Terms

Service-Learning

Service-learning is a pedagogy that is based on a situational balance of community needed service engagement and relevant in-class curriculum with an intentional focus on the central role of reflection in the learner's experience (Eyler & Giles, 1999). Service-learning is about the joining of two complicated concepts – community action, the 'service', and efforts to learn from that action and connect what is learned to existing knowledge, testing it, and confirming it along the way" (Stanton, 2008, p. 45). Service-learning may influence student engagement by integrating community involvement, connecting it to the curriculum through structured reflection leading to more intensive levels of academic enhancement, civic engagement, and personal growth (Clayton et al., 2005). Service-learning is concerned primarily with community based engagement, reflection, and experience.

Student Engagement

Student engagement focuses on the relationship between students' involvement and university conditions. Student engagement is defined as "students' involvement with activities and conditions likely to generate high-quality learning" (ACER, 2008, p. 1). Harper and Quaye (2009) specify the definition of student engagement further by recognizing the range of measurable outcomes generated by students' involvement in educationally effective practices occurring in and out of the classroom. Kuh et al. (2007) demonstrate student engagement as having two integral elements, "The first is the amount of time and effort students put into their studies and other educationally purposeful activities ... The second component of student engagement is how the institution deploys its resources and organizes the curriculum, other learning opportunities, and support services to induce students to participate in activities that lead to the experiences and desired outcomes such as persistence, satisfaction, learning, and graduation" (p. 44).

Experiential Education

This is a philosophy based on the necessity and value in learning when education institutions “relate the school to life... all studies are of necessity correlated” (p. 88). Life represents the community, the home, the school, and society. In this, the unifying aim of education becomes growth in socialization and service by utilizing the already existing relationship between school and community (Dewey, 1899). Within these experiences and their relationship to life, Dewey (1938), with the principle of continuity, sought to reference the past, present, and future experiences of a learner as a means to the educative process, and not only as ends. He also identified the importance of the transaction or situation that takes place between the individual and her or his environment with the principle of interaction. Recognizing this, he specifically stated, “that amid all uncertainties there is one permanent frame of reference: namely, the organic connection between education and personal experience” (p. 25).

More specifically, Dewey (1933) believed that if a project is truly educative, it can be very useful in presenting “typical problems to be solved by personal reflection and experimentation and by acquiring definite bodies of knowledge leading later to more specialized scientific knowledge” (p. 290-291). Projects are truly educative when they are linked by the “principles of continuity and interaction, the process of problematization and inquiry, and the phases of reflective thought” (Giles & Eyler, 1994, p. 80).

Considering community was a core concept in Dewey’s social philosophy and experience was a core concept in his education philosophy (Giles & Eyler, 1994), it is assumed that experience for and with the community, so long as it is recognized as educative, would be advocated as an educative teaching and learning environment.

Experiential Learning Theory

This theory is based on the premise that “learning, the creation of knowledge and meaning, occurs through the active extension and grounding of ideas and experiences in

the external world and through internal reflection about the attributes of these experiences and ideas” (1984, p. 53). Experiential learning theory is demonstrated by Kolb’s learning cycle and is made up of four adaptive modes: concrete experiences, reflective observation, abstract conceptualization, and active experimentation. The four adaptive modes correspond and interact with each other through the internal scaffolding formulated by the dimensions of grasping (comprehension and apprehension) and transformation (intention and extension).

Transformative Learning Theory Transformative learning theory is based on the premise that through the learning process a learner can become more “critically aware of how and why their assumptions have come to constrain the way they perceive, understand, and feel about their world; changing these structures of habitual expectation will make possible a more inclusive, discriminating, and integrative perspective; and, finally, making choices or otherwise acting upon these new understandings” (Mezirow, 1991, p. 167). Mezirow describes this process with the following steps:

1. A disorienting dilemma
2. Self-examination with feelings of guilt or shame
3. A critical assessment of epistemic, sociocultural, or psychic assumptions
4. Recognition that one’s discontent and the process of transformation are shared and that others have negotiated a similar change
5. Exploration of options for new roles, relationships, and actions
6. Planning of a course of action
7. Acquisition of knowledge and skills for implementing one’s plans
8. Provisional trying of new roles
9. Building of competence and self-confidence in new roles and relationships
10. A reintegration into one’s life on the basis of conditions dictated by one’s new perspective (Mezirow, 1991, p. 168-169).

Four Quartet's (Little Gidding)
(excerpt)

“We shall not cease from exploration
And the end of all our exploring
Will be to arrive where we started
And know the place for the first time
Through the unknown, unremembered gate
When the last of earth left to discover
Is that which was the beginning;”

- T.S. Eliot, 1942

Stormy Monday 1961

it's mid-morning in grammar school
a storm is moving in
the great windows of the classroom
span the east wall
and reach from the ceiling
to the hardwood floor
framing an ominous sky
as dark as evening
steel grey and luminescent blue
a great impressionist painting

a look of dread plays across
the teacher's face
the other children
look towards the window
with varied degrees
of apprehension
am I the only one to see the beauty
in this malevolent display

- Michael Clinton, 2010

CHAPTER 1

The Purpose of This Research

Introduction

An individual's engagement in activities and conditions likely to generate high-quality learning is an important factor in the benefits he or she receives from the things he or she *does*. Similarly, Kuh, Kinzie, Schuh, Whitt, and Associates (2005) affirm that what students *do* during their time at university is more important to their success than who they are or where they go to university. While what students do during their time at university is important, perhaps those opportunities the university makes or designs are just as important and influential. To demonstrate this relationship among student engagement, student involvement, and the university environment, the Latin action verb of *facere* is offered. *Facere* is a verb that actually means to *do*, or to *make*. From this verb we get words like efficient (performing without wasted effort), proficient (skilled, able to do well), manufacture (to make by hand), and perfect (to do to completion, to finish). This verb, as a demonstration of how student engagement works, represents the two important tenets of what students *do* and what conditions universities *make* or *design* for their students (Perry, 2009).

Engagement and its understanding are both important, not only in context of life in general (e.g., Mihalyi Csikszentmihalyi's flow theory), but specifically as an influential element and indicator of success within a student's life at university (Kuh et al., 2005). Specifically, student engagement is defined as "students' involvement with activities and conditions likely to generate high-quality learning" (ACER, 2008, p. 1). By understanding how opportunities implemented within universities influence the student experience, universities can better engage students while simultaneously investing their resources effectively and efficiently. Research has shown that specific pedagogies can positively

influence students' engagement (Kuh et al., 2005; Pascarella & Terenzini, 2005; Hicks & Lee, 2008).

Service-learning has been identified as one of the pedagogies that increase the level of student engagement in tertiary settings (Kuh, 2003; Kuh, 2008; Kuh, 2009). Service-learning is based on a situational balance of community needed service engagement and relevant in-class curriculum with an intentional focus on the central role of reflection in the learner's experience (Eyler & Giles, 1999). This increase in engagement has been attributed to many different aspects of service-learning (e.g., a service needed by the community, in-class learning, reflection, and the outcomes attributed to its use as pedagogy: academic enhancement, civic engagement, and personal growth). The spark of interest that arises from a student being engaged may provide the types of experiences that John Dewey suggested were truly educative (1938). From within these engaging practices and conditions a student has an opportunity to develop on many fronts (e.g., academically, affectively, cognitively, and behaviorally). What do these moments look like in a New Zealand tertiary setting and how do students perceive and experience them? To answer this question and the related Research Questions guiding this study, it is important to determine what students experience in a New Zealand, tertiary service-learning environment, if and how those experiences influence the outcomes typically attributed to service-learning, and to explore the relationship between student engagement and service-learning. Through answering the Research Questions, this thesis will offer a unique and substantiated perspective of student engagement.

There are a number of interpretations and uses of the term engagement. When paired with other concepts (e.g., life, student, learning, or community) each takes on its own relevance and application. For example, student engagement, as measured by the AUSSE, measures students' perceptions of their university experiences with regard to a wide range of

engaging pedagogies, conditions, and activities – service-learning is but one. On the other hand, community engagement has a slightly different meaning in context of service-learning. That is as a form of community engagement, which describes an intentional and collaborative interaction between students, a university, and a community meant to create mutual benefit. While both are focused on tenets of engagement, the focus of each is clearly different.

A Global Context

Instruments such as the National Survey of Student Engagement (NSSE) and the Australasian Survey of Student Engagement (AUSSE) identify measures of engaged learning and have been used by nearly 1,500 institutions of higher education in the United States (US), Canada, and the Australasia region (Kuh, 2009). By their widespread adoption and promotion of their scores (www.usatoday.com/news/education/nsse.htm), these participating institutions are interested in their levels of student engagement and are, presumably, seeking ways to improve those levels, including implementing engaging teaching pedagogies. According to Kuh et al. (2005), seamless student engagement in the teaching and learning process has been found to be a key factor in student success and retention in higher education. Astin, Vogelgesang, Ikeda, and Yee (2000) indicated that service-learning was a source for these types of seamless student engagement opportunities.

Likewise, the empirical results of many studies of service-learning in the US have shown significant increases in the indicators of overall student engagement measured by the NSSE (McNamara & Cover, 1999; Astin et al. 2000; Belcheir, 2001; Kuh, 2003; Schmidt, Marks, and Derrico, 2004; Watts, 2005; Burbridge, 2005; Hicks & Lee, 2008; Kuh, 2008). To date, however, few studies have been conducted in New Zealand exploring the relationship of service-learning pedagogy with overall student engagement as measured by the AUSSE

(NSSE). Furthermore, from an Australia and New Zealand context, Parker, Myers, Higgins, Oddsson, Price, and Gould (2009) found that service-learning is of “considerable value to students and that well-defined research on CSL [service-learning], and its theorizing within university pedagogy, is warranted” (p. 586). In a similar context, Zepke, Leach, and Butler (2009) noted that “student engagement has not been researched extensively yet in tertiary education in New Zealand” (p. 71-72). Considering these two perspectives, it has been determined that well-defined research on service-learning and how it interacts, influences, or relates to the level of student engagement could be of high value for New Zealand tertiary education. Findings from this investigation, which attempt to illuminate the phenomena associated within a service-learning environment, could offer a greater level of understanding and sophistication when it comes to the relationship between service-learning and student engagement.

Similar to that use of the NSSE to establish a relationship between service-learning and student engagement, many studies of service-learning in the US have identified the influence of service-learning on the specific outcomes of academic enhancement, civic engagement, and personal growth (Roldan, Strage, & David, 2004; Clayton, Ash, Bullard, Bullock, Moses, Moore, O’Steen, Stallings, & Usry, 2005; Center for Service-Learning, Indiana University – Purdue University Indianapolis, 2009). These outcomes have also been established in the seminal work of Eyler and Giles’s (1999) *Where’s the Learning in Service-Learning?* through analysis of the Service Experience Survey, problem solving interviews, and numerous preliminary and follow-up interviews. To date, it appears that research of this design has not been conducted in a New Zealand tertiary environment. This lack of research on service-learning in New Zealand may be attributed to its low level of adoption despite its use in many universities around the world (Berry & Chisholm, 1999). However, the use of

two different approaches to service-learning in two courses at the University of Canterbury in New Zealand has made it a suitable research site for this investigation.

Finally, an interesting prediction was made in a New Zealand context at a workshop on student engagement held at the University of Auckland (July 15, 2009). Dr. Hamish Coates, Director of Australian Council for Educational Research, asked the question: “How many of you are using service-learning at your universities?” In the room of over 100 university faculty and staff, there was one hand raised. That one hand was from a faculty member who was a participant in this investigation, Dr. Trevor, whose experiences and perspectives are discussed in Chapter 4. Dr. Coates then responded to the room, “In five years time, when I ask this question again nearly all of your hands will be raised.” When asked why he thought this would be the case, he alluded to his perspective that the government and ministry would come to advocate and require service-learning’s use within university education. This prediction came well after this investigation had begun. I found it interesting that such a prediction was made when there has not been sufficient research on service-learning or student engagement in a New Zealand context. Though well-defined research has been warranted (Parker et al., 2009), the type and extent of research facilitated on the pedagogy of service-learning in New Zealand is limited. This research study attempts to understand more about the New Zealand service-learning experience from the student perspective and in addition illustrate how the experiences had within service-learning may come to influence student engagement.

A Local Context

The country of New Zealand, located in the Southern Ocean, has over 4 million inhabitants with a rich history of interaction and collaboration among people from diverse

backgrounds. Today the New Zealand university system consists of eight universities with over 125,000 students (Tertiary Education Commission (TEC), 2009). The system that stands today began as the University of New Zealand and was formed by an Act of Parliament in 1870. This act, the New Zealand University Act, was responsible for establishing the national university system. Between 1870 and 1961, there were six sites (University of Otago – Dunedin, University of Canterbury – Christchurch, Victoria University – Wellington, Lincoln University – Lincoln, Massey University – Palmerston North, and University of Auckland – Auckland) that made up the University of New Zealand system. For almost 100 years the New Zealand University system grew in its number of students, faculty, and resources, before being disestablished in 1961. Through the disestablishment process each of its six sites were invited to become, to an extent, independent universities (*Encyclopaedia of New Zealand*, 1966). Since 1961, two more universities have been added to the system (Auckland University of Technology – Auckland and University of Waikato – Hamilton).

When it comes to the concept and implementation of service, the New Zealand psyche is one confounded and contextualized by personal and bicultural perceptions. Interestingly, in a recent report by Charities Aid Foundation, New Zealand shared the first place spot with Australia in a charity index survey designed to rank 153 nations on their citizens' willingness to donate their personal time and money to organizations – serving. The charity index was based on citizens' composite scores in three categories: percentage of people who donated money, donated time, and helped a stranger in the month prior to being surveyed (Crary, 2010). This particular information, when contrasted with the New Zealand cultural phenomenon referred to as the Tall Poppy Syndrome (TPS), begins to take on a complex dynamic. Tall Poppy Syndrome refers to 'the New Zealand habit of denigrating or "cutting down" those who are successful or who are high achievers' (*The New Zealand Oxford Dictionary* cited in Kirkwood, 2007, p. 366). While this particular phenomenon has not

received extensive investigation or attention from researchers, it is an interesting and influential aspect of New Zealand culture and is relevant to this study.

For example, while a nation like New Zealand is clearly proud of its accomplishments, when its individual citizens begin to outshine their peers, there is the perception that they may be brought back to the same level. Whether this actually happens is not the argument. What is of concern is the perception that this ‘bringing back down’ or to the same level as their peers is enough to modify potential ‘tall poppies’ behaviors. This scenario can have interesting effects on perceptions of service and civic or community engagement. Should volunteers be rewarded for their service with credit hours (hence service-learning) and if so what implication might this have on the perceptions of service-learners and their peers? What might happen if a New Zealander was to demonstrate high levels of ambition and leadership through community organizing and engagement? How can you reward someone for their efforts, particularly service efforts, without making them seem like they are standing above the other poppies? These questions are relevant enough to constitute their own research study, but for this study they are meant to be rhetorical and demonstrate a point. While an extensive review of New Zealand culture and psychology is outside the realm of this investigation, New Zealand students’ perceptions of service, community engagement, and academic environments were influential to this study’s findings.

Tertiary education in New Zealand includes a range of institutions including: universities, polytechnics, wānanga, and private training establishments. Universities, as one of these institutions, serve a vital role with regard to the ultimate overarching tertiary education mission of creating a “world-leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st century”. The TEC identifies three core roles for universities:

- To undertake research that adds to the store of knowledge

- To provide a wide range of research-led degree and post-graduate education that is of an international standard
- To act as sources of critical thinking and intellectual talent.

In accordance with these three roles, the New Zealand Government expects universities to:

- Enable a wide range of students to successfully complete degree and post-graduate qualifications
- Undertake internationally recognized original research
- Create and share new knowledge that contributes to New Zealand's economic and social development and environmental management.

Furthermore, the New Zealand Universities Academic Audit Unit – Te Wāhanga Tātari (AAU), an affiliate of the TEC, audits universities to determine, evaluate, and review university processes and activities on a framework containing eight topics. Those eight topics are as follows: Teaching and learning, Research environment, Te Tiriti o Waitangi, Academic and general staff, Institutional quality assurance, Management and administrative support, Community engagement, and External academic collaboration and partnerships. Of particular concern is AAU's expectation that universities focus on their teaching and learning, research environments, community engagement, and external academic collaboration and partnerships, and is evaluating and reviewing them accordingly.

- Teaching and learning calls for:
 - The development, design, implementation and delivery of academic programs and courses that develop intellectual independence, are relevant to the needs of the disciplines, and are relevant to the needs of the learners.
 - The learning environment and learning support for students, including learning support for students from targeted groups.
 - Student achievement and success.
- Research environments calls for:
 - Teaching and learning within a research environment.
 - The role of critic and conscience of society.
- Community engagement calls for:
 - The identification of stakeholders and communities of interest, the seeking of advice, the application of information to curriculum and student learning.
- External academic collaboration and partnerships calls for:
 - The development of external collaborative research and academic ventures and partnerships that impact on curriculum and student learning and achievement (AAU, 2008).

From 2008-2012, all universities in New Zealand are being evaluated and reviewed on the extent their processes and activities align with the eight framework topics. Of particular concern in connection to this research study are the four bullet-points listed above. While the AAU framework topics will not be directly reviewed in this thesis, they do contribute to the many variables influencing the New Zealand tertiary education context.

More specifically, the University of Canterbury (UC), which serves as the host to the two research sites where this research occurred, purports to have the overarching mission, vision, and chartered goals that will provide a ripe environment for implementing service-learning pedagogy and subsequently studying the experiences of students within these environments. With the following passage from UC's Charter (2003), the institution's environment seems to be conducive and supportive of service-learning and student engagement.

People are crucial to this process – *people who are prepared to make a difference*. We will make a difference by the diligence we bring to our studies; the passion and rigor we bring to our teaching and research... *the dedication we bring to service... We will make a difference to our city, region and nation* by the quality of our graduates'... *positive impact of our collaboration with others... the strength of our bonds with community, business, industry, and government... to act as the critic and conscious of society* (p. 3, italic added).

In order for an institution of higher education to embark on a journey that involves a teaching method like service-learning, it is imperative the method fits into the more broadly identified purpose of that institution (Holland, 1997; Furco, 2003), which is the case at UC.

Until 1989 the full cost of a student's university education was subsidized by the New Zealand government. It was with the passing of the New Zealand Education Act of 1989 that the previously reviewed Tertiary Education Commission (TEC) was established and a user-pays model was implemented. In 10 years (1989-1999) fees went from zero dollars to \$3,500 (LaRocque, 2003). This may have fundamentally shifted, or at least had an influence on, students' perceptions and expectations of a university education. In this environment students

are expected to pay for their university education and it is assumed that with this comes a different set of expectations of their university environments. While a full scale review of literature on user-pays schemes and models is not within the scope of this study, research has shown that students in a user-pays model have particular expectations of his or her studies that relate to their perceptions of satisfaction and value (Scott, 1999). While Scott (1999) specifically addresses the complex reality of the influence a user-pays model may have on competition in a free-market environment, he recognizes an “attractive simplicity” to the following logic of a user-pays scheme.

Students who pay for their education will demand more from the provider of that education; institutions that compete for the revenue derived from the students will be more responsive to student demands, and the quality of the tertiary education experience for the student will improve (p. 194).

LaRocque (2003) identifies that among the many benefits of tuition fees (user-pays), there is an imposing of

disciplines on institutions by increasing student expectations in terms of teaching performance, course structures, better course and class scheduling and better use of facilities. These disciplines are particularly important in a system where many of the mechanisms for monitoring and assessing performance are weak (p. 19).

Furthermore, LaRocque (2003) postulates that market systems, derived within a user-pays environment, are more likely to provide more effective teaching environments and meet more closely the varying needs of students.

The Education Act of 1989 established the TEC and a user-pays type of model. This manifested a range of moves in a direction that introduced tuition fees, had less regulation of tertiary education providers, reduced government subsidies as a share of tertiary education costs, moved away from grants towards student loans, and increased the size of the private education sector (LaRocque, 2003). In a post-Education Act of 1989 environment, with the emphasis on user-pays, initiatives like those of the AAU, and respective universities environments, the importance of the student experience has presumably been made more

robust. Students are now paying for their university education. With this shift in responsibility the perception of and value placed on the student experience becomes of critical importance. With the student experience at the centre of this investigation, a brief contextualization of the New Zealand university environment is valuable.

Research Questions Guiding This Study

The purpose of this study is to identify the relationship of service-learning to student engagement and the outcomes attributed to service-learning of academic enhancement, civic engagement, and personal development through collecting and analyzing quantitative data from the AUSSE (ACER, 2008) and qualitative data acquired from the Naturalistic Inquiry (Lincoln & Guba, 1985) methodology. The following questions guided the emergent research design, subsequent analysis, and presentation of data:

- *RQ1. What do students from differing engagement backgrounds (according to the AUSSE) experience in two university classes that use service-learning?*
- *RQ2. How do these students' experiences relate to an established model of service-learning (Clayton et al., 2005) and outcomes typically attributed to it?*
- *RQ3. How does the use of service-learning in the two university classes appear to influence student engagement?*
- *RQ4. How can these students' experiences inform and potentially influence teaching and learning at the university under investigation and other universities?*

To best see where these Research Questions and their answers contribute to the field of service-learning and higher education, and to contextualize this investigation further, a review of previous research and theory is necessary. This is addressed in Chapter 2.

Presenting an Overview for This Research

In order to answer the Research Questions guiding this study, data was collected from two classrooms where two different approaches to service-learning were being used. The data

collection process took place before and during the second semester of the 2009 academic year (May-November). Approach I service-learning was being used for the first time and Approach II service-learning was in its third iteration. An in-depth review of the histories of these approaches to service-learning and the form they have taken is discussed in Chapter 4. Quantitatively, the study assessed the preliminary and follow-up survey responses of students ($n = 52$) involved in service-learning. The study's participants included eighteen second or third year students enrolled in either the Approach I or II service-learning course, and three course coordinators/instructors. The process by which students were selected for this investigation attempted to select both male and female students from a range of engagement backgrounds. The range of engagement backgrounds is in direct connection with participant's AUSSE scores (the research participant selection process is reviewed thoroughly in Chapter 3). This process used the AUSSE survey in order to identify student participants' previous extent and involvement with engaging practices and conditions during university. This selection made it possible to identify students, based on their previous university experiences, from a range of engagement backgrounds. As this study was exploratory, it was valuable to have students from differing engagement backgrounds to investigate if there was an influence on students' experiences within service-learning environments.

This thesis is divided into six chapters:

- Chapter 1** – Addresses the purpose of this investigation and provides insight into the New Zealand context and phenomenon under investigation.
- Chapter 2** – Reviews relevant literature pertinent to this investigation.
- Chapter 3** – Discusses researcher's methodological perspective as 'researcher as a key' and addresses the methods used, within a Naturalistic paradigm, to carry out this investigation.
- Chapter 4** – Contextualizes the two research sites of this investigation.
- Chapter 5** – Presents quantitative data explored further with a "thick description" of Approach I and II service-learning and the students' experiences in context of this study's Research Questions.
- Chapter 6** – Combines the students' experiences and answers to the Research Questions guiding this study into two models and serves as the vehicle for discussing the conclusions and implications of this investigation.

CHAPTER 2

Rationale for This Study through a Review of Relevant Literature

Chapter Overview

This review of literature consists of six discussion areas that inform and are important to this research study (see Figure 2.1). As a philosophical underpinning of service-learning a philosophy of experiential education is established in connection with John Dewey's works. Following this the theories of experiential learning and transformative learning are addressed as the theoretical underpinnings of service-learning pedagogy. Subsequently, service-learning is identified as a pedagogy that seeks to combine community needed service with relevant academic content ultimately connected by structured reflection (Bringle & Hatcher, 2000). Once service-learning has been described and clearly framed as an established pedagogy, its reputation as being engaging for participating students is addressed. Following this, student engagement theory is presented and established as a valuable, integral component for determining the practices and conditions to create engaging environments for students. Finally, an in-depth review of previous research on service-learning is presented. The following flow chart depicts this overall structure of the literature review.

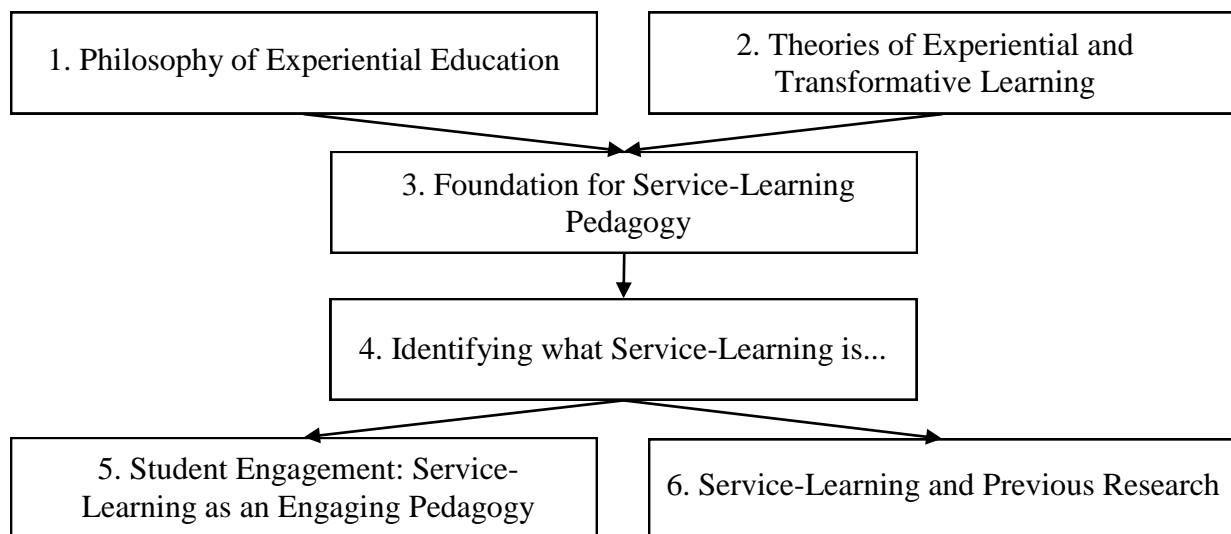


Figure 2.1. Flow Chart for Literature Review.

A. The Theoretical Underpinnings of Service-Learning for this Study

The Philosophy of Experiential Education: Experience as an Impetus for Education

John Dewey is credited as the father of experiential education and was one of the most influential educational philosophers of the 20th century (Giles & Eyler, 1994). From Dewey's earliest published works, "The Reflex Arc in Psychology" (1896) and *The School and Society* (1899), to his later works *How We Think* (1933) and *Experience and Education* (1938), Dewey developed what was to be one of the most pivotal philosophies of proposing that learners' "experiences" are an integral catalyst for teaching and learning. In the article, "The Reflex Arc in Psychology", Dewey identified the fundamental problem with the "the reflex arc concept", or what was recognized as behaviorism, and proffered what he described as the "circle of experience" as a more accurate conceptualization (O'Steen, 2000). This was Dewey's first attempt at recognizing that there was more to teaching and learning than the traditional school was committed to doing. With this conceptualization, Dewey served as a pioneer in laying the groundwork for envisaging education as a cyclical process fuelled by educative experiences of a learner.

In *The School and Society* (1899) Dewey suggested, "relate the school to life, and all studies are of necessity correlated" (p. 88). Life represents the community, the home, the school, and society. In this, the unifying aim of education becomes growth in socialization and service by utilizing the already existing relationship between school and community (Dewey, 1899). Nearly 40 years later, in *Experience and Education* (1938), Dewey, with the principle of continuity, sought to reference the past, present, and future experiences of a learner as a means to the educative process, and not only as ends. He also identified the importance of the transaction or situation that takes place between the individual and her or his environment with the principle of interaction. This perspective is best summed up as follows: "just as no man lives or dies to himself, so no experience lives and dies to itself"

(Dewey, 1938, p. 27). The experiences and situations of learners today will continually resound in their present constructions of knowledge and future decisions and actions based on that knowledge. Recognizing this, Dewey (1938, p. 25) specifically stated, “that amid all uncertainties there is one permanent frame of reference: namely, the organic connection between education and personal experience.”

With the consideration of learners’ experiences, Dewey recognized the individuality of the educative process. With obvious regard for Dewey’s tenets, Astin et al. (2000) referred to service-learning as a pedagogy where students can and should bring their previous experiences, feelings, and ideas with them to present experiences. This creates a multi-layered web among the teacher, learner, and curriculum held together by past, present, and future experiences as means for learning. Essentially, each student’s experience serves as a text for every course or academic environment they are involved in and subsequently will influence their interpretations. The personal experiences of a learner are instrumental in the gaining, interpretation, and use of knowledge and understanding in current and future experiences (more on how this perspective influenced this study is presented in Chapter 3).

Giles and Eyler (1994) sought to use these tenets of Dewey’s as the theoretical basis for service-learning. By building upon Dewey’s (1933) suggestion that projects, which can be teacher-facilitated experiences that are focused on real-world problems, were the answer for producing knowledge and learning from a given experience, they cited his four criteria for “projects to be truly educative” (1994, p. 80) they:

1. must generate interest
2. must be worthwhile intrinsically
3. must present problems that awaken new curiosity and create a demand for information
4. must cover a considerable time span and be capable of fostering development over time

More specifically, Dewey believed that if a project is truly educative, it can be very useful in presenting “typical problems to be solved by personal reflection and

experimentation and by acquiring definite bodies of knowledge leading later to more specialized scientific knowledge” (Dewey, 1933, p. 290-291). Perhaps the “typical problems to be solved” are found within community life. Additionally, it has been noted that Dewey recommends relating schooling to life. Through experimentation, personal reflection, and the acquisition of definite bodies of knowledge, an educative project could lead to a more specialized scientific knowledge; thereby, connecting curricular objectives with reflection and community needs. Projects that meet those four criteria become truly educative when they are linked by the “principles of continuity and interaction, the process of problematization and inquiry, and the phases of reflective thought” (Giles & Eyler, 1994, p. 80). This wide description framed within experiential education philosophy can provide the fundamental characteristics of service-learning theory.

Many of Dewey’s other philosophical writings on society and politics attempt to connect education with the community. Dewey’s perspectives, theories, and philosophy on the value of community are continually referenced in works such as: *The School and Society* (1899); *Democracy and Education* (1916); *The Public and its Problems* (1927); and *Experience and Education* (1938). Through these writings and others’ analyses of his work, it is clear that Dewey was passionate about community involvement, volunteerism, democracy, and citizenship. Furthermore, pedagogy that is philosophically aligned with and practically applied by these works and subsequent analyses serve as a solid foundation potentially leading to an engaging environment (student engagement is thoroughly reviewed later in this chapter).

The links between service-learning and Dewey’s theory of experiential education are wide and deep from Tonkin’s *Service-Learning across Cultures: Promise and Achievement* (2004) to Giles and Eyler’s *The Theoretical Roots of Service-Learning in John Dewey: Toward a Theory of Service-Learning* (1994). Tonkin (2004) recognizes that, “Dewey’s

emphasis on the importance of learning through reflection on experience is central to the pedagogy of service-learning” (p. 4). Morton and Troppe (1996) believe that he advocated community-based learning as early as the turn of the 20th century.

While Dewey never directly spoke of service-learning, he alluded to many of the values that service-learning attempts to inspire in students who are engaged in this method of experiential education (Giles & Eyler, 1994). Ward (1997) identified Dewey as an educator who increased awareness that service-learning can influence social orientation in the context of education and citizenship development. Dewey (1927) proposed that “democracy must begin at home, and its home is the neighborly community” (p. 213). Considering community was a core concept in Dewey’s social philosophy and experience was a core concept in his education philosophy (Giles & Eyler, 1994), it is assumed that experience for and with the community, so long as it is recognized as educative, would be advocated as an educative teaching and learning environment.

Experiential Learning Theory: Applying the Experiential Learning Cycle

When service-learning is referenced, Dewey’s research, along with the work of David Kolb in the 1980s, is typically cited as its theoretical underpinnings (Giles & Eyler, 1994; Sheckley & Keeton, 1997; Bringle & Hatcher, 2000; Stanton, 2009). While Dewey is credited as being the father of experiential education, Kolb is credited with developing a model that describes experiential learning as a cyclical process, which provides the missing link between practice and theory (Bennis, 1984). As discussed previously, Dewey, as early as 1896, was conceptualizing the education process as a “circle of experience”. The model Kolb (1984) designed is referred to as the Experiential Learning Cycle (ELC) (see Figure 2.2).

Kolb’s book, *Experiential Learning*, provided insight into “experience as the source

of learning and development” (Kolb, 1984, subtitle). He specifically identified a trinity of the “foremost intellectual ancestors of experiential learning” (1984, p. 15) from which experiential learning theory emerges as a relevant model for the process of learning: John Dewey (experiential education philosophy), Kurt Lewin (action-based research), and Jean Piaget (cognitive development via experience). Kolb then juxtaposed the learning models developed by each of the “intellectual ancestors” and sought to identify the commonalities among them. Kolb identified similarities in the learning models developed by Dewey, Lewin, and Piaget. Ultimately, Kolb offered these six common themes from their models and it is from these themes that the ELC was shaped:

1. Learning is Best Conceived as a Process, Not in Terms of Outcomes
2. Learning is a Continuous Process Grounded in Experience
3. The Process of Learning Requires the Resolution of Conflicts Between Dialectically Opposed Modes of Adaptation to the World
4. Learning is a Holistic Process of Adaptation to the World
5. Learning Involves Transactions Between the Person and the Environment
6. Learning is the Process of Creating Knowledge (Kolb, 1984, p. 26-38).

These themes have then been summarized to a cycle consisting of: action or experience, reflection about the action, and then through reflection, hypothesis development and theory building that will inform the learner’s future experiences. This cycle, spiral, or circle will continue to recur allowing the learner to continually make meaning of his or her experiences, which will lead to influence his or her actions, reactions, decisions, and perspectives in future experiences. Thus, the building blocks of learning can be found in the previous experiences of a learner. In this, it is the learner’s construction of knowledge, based on previous experiences and current interactions with the environment where the learning is occurring, which serves as the ELC’s guiding purpose.

It is within the ELC that Kolb took the prospect of experience and learning deeper. Kolb’s learning cycle is made up of four adaptive modes: concrete experiences, reflective observation, abstract conceptualization, and active experimentation. The four adaptive modes

correspond and interact with each other through the internal scaffolding formulated by the dimensions of grasping (comprehension and apprehension) and transformation (intention and extension). These components synthesize to form what is referred to as the ELC (Figure 2.2).

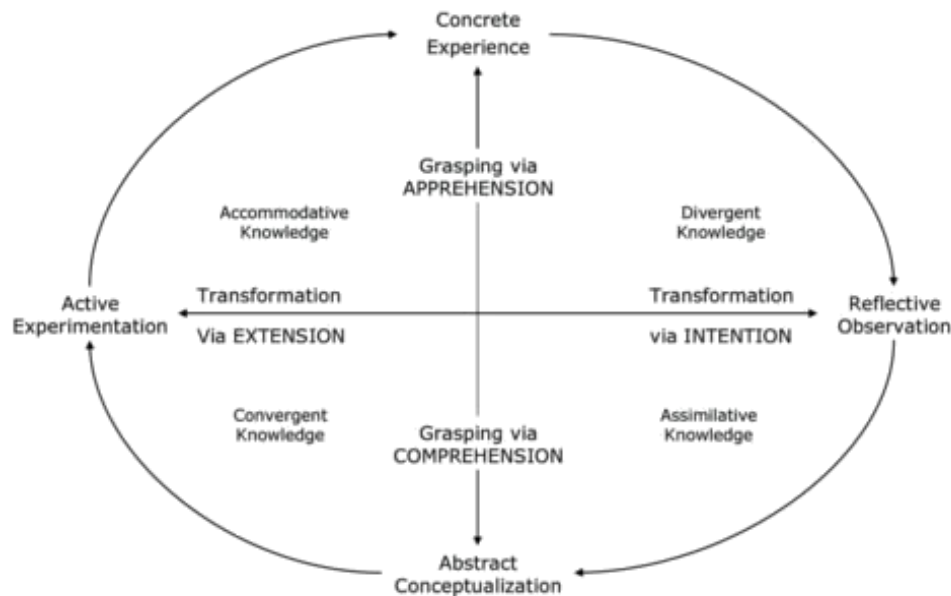


Figure 2.2. Kolb's Experiential Learning Cycle (1984).

Kolb emphasized the value of using all of the cycle, not just certain modes, in order to produce the highest level of learning possible. Recognizing concrete experiences through the grasping scaffolding of apprehension is only a single component of the cycle. This correlates directly with Dewey's belief in educative experiences coupled with reflection and thus the reassessment of and influence on future experiences for the learner. While Dewey referred to this process as a circuit or circle (Dewey, 1896), Kolb interpreted and portrayed Dewey's (1938, p. 69) ideas as a model based on a spiral of experiences (Kolb, 1984, p. 22-23). Kolb then integrated and developed the models (Dewey, Lewin, and Piaget) into a continuous cycle for experience in learning, the ELC. Thus, a learner can move from blind, predictable, behavioristic impulses to a life of choice and purpose based on the previous interaction and continuity of educative experiences (Kolb, 1984; Dewey, 1938). Moreover, this postulation

shifts the educative process to one that is more interactive, reciprocal, and ultimately, aligned with how people best learn.

This observation by Kolb supports a constructivist approach to teaching; whereby, the teacher can view each learner as being influenced by his or her experiences, feelings, and ideas. Once this view is accepted, it follows that the interpretation of curriculum and educative experiences for each learner will vary. The ELC gives credence to the individual learner and provides a cyclical model through which the teacher can plan instruction and observe individual decision-making processes. Kolb defined this approach to teaching and learning with, “learning, the creation of knowledge and meaning, occurs through the active extension and grounding of ideas and experiences in the external world and through internal reflection about the attributes of these experiences and ideas” (1984, p. 53). In this interaction, a type of dialectic suspension based on a blending or pulling occurs between the four modes and two scaffold structures of the ELC. While concrete experiences may seem on the other end of the spectrum of learning or dialectic from abstract conceptualization, they are connected and suspended together each pulling and blending the other in turn strengthening both. This suspension provides the structural support by which service-learning can emerge as a source of pragmatic, concrete, educative experiences with access to reflection, conceptualization, and experimentation. Colebank (2007) and Daniels and Zimmerman-Oster (2007), among other educators, noted that service-learning practitioners recognize the ELC as a synthesis of the primary components of service-learning pedagogy.

Kolb also references service-learning as an example of experiential learning (Giles & Eyler, 1994), thus bringing validity to the ELC with regard to describing the service-learning experience as a process. Sullivan (1999) has noted this by seeing Kolb’s ELC as a source of clarification for service-learning pedagogy. Sheckley & Keeton (1997) have also connected

the ELC with service-learning by identifying the ELC as a continually repeating occurrence in a service-learning experience.

In direct connection with the ELC, Stanton (2009) recognized it as being “very helpful in explaining to colleagues how service-learning can work, what its benefits are to learners, and how to organize courses and curricula” (p. 61). Stanton (2009), with reference to Kolb, does develop his own version of the ELC, which integrates Lee Shulman’s (2002) tenets of character development, but the ELC serves as the fundamental core of Stanton’s model. With these connections clearly illuminated between the ELC and service-learning, it is important to trace Kolb’s development of it in order to clearly present the support provided for more clearly recognizing and understanding service-learning as a process.

Transformative Learning Theory: Service as a Transformative Element

Experiential education philosophy is made applicable within the theoretical constructs of experiential (Kolb, 1984) and transformative learning theory (TLT) (Mezirow, 1991). The concept of TLT is summarized by Smith and McKittrick (2010) as a learning process that is concerned with “get[ing] beyond” traditional or normative class purposes of knowledge attainment and embracing the perspective that learning can be more transformative and pursued in more “meaningful ways” (p. 50). While knowledge attainment may be transformative in its own right, it is when knowledge attainment is combined with active, hands-on learning, that more “meaningful ways” may be uncovered. The basis of TLT is founded on experiential activities and the opportunity for new perspectives to be developed, through what Mezirow (1991) refers to as disorienting dilemmas. In this tenet, which serves as the departure point for TLT, resides Mezirow’s assumption that learning can foster change or perspective transformation in the learner’s self. From his 1975 inductive, qualitative study

of 83 women from 12 specialized re-entry programs who were re-enrolling into university (1991, p. 168), Mezirow lists the following steps that can ultimately lead to the learner becoming transformed:

1. A disorienting dilemma
2. Self-examination with feelings of guilt or shame
3. A critical assessment of epistemic, sociocultural, or psychic assumptions
4. Recognition that one's discontent and the process of transformation are shared and that others have negotiated a similar change
5. Exploration of options for new roles, relationships, and actions
6. Planning of a course of action
7. Acquisition of knowledge and skills for implementing one's plans
8. Provisional trying of new roles
9. Building of competence and self-confidence in new roles and relationships
10. A reintegration into one's life on the basis of conditions dictated by one's new perspective (Mezirow, 1991, p. 168-169).

Mezirow (1975, 1991) identified these particular phases from an investigation of women who had returned to college who were enrolled in a specialized re-entry program.

Addressing the phases originally discovered by Mezirow (1975, 1991), Taylor (1998 and 2007) confirmed the essentiality of “critical reflection, a disorienting dilemma as a catalyst for change, and many of the phases of the transformative process” (2007, p. 174). Of particular interest in Taylor's meta-analysis is Lange's (2004) study where she refers to disorientating dilemmas as “pedagogical entry points” (p. 183). These pedagogical entry points represent students' purposive engagement in their dilemmas, which may lead to a transformative experience. At these onramps leading to the freeway of learning, pedagogy can help students navigate their process of growth and transformation.

Service-learning, as pedagogy, has been identified as a means for transformative experiences (Eyler & Giles, 1999) and in this can be contextualized as a source demonstrating Lange's (2004) “pedagogical entry points”. Taylor (2007) also noted in his meta-analysis of studies on TLT, that establishing trustful relationships is an integral component of transformative learning. These types of relationships can open the students to social interaction and dialogue that may lead to “mutual and consensual understanding” (p.

179). A pedagogy that fosters a learning environment conducive to these aspects of TLT may also be recognized as one that provides experiential opportunities for students to become engaged, because of the level of social interaction and dialogue, among other active learning formulations.

With an increased or more robust awareness of how the learner views the world, she or he may subscribe to continue their transformation or re-justify the same perspective they already had. When these experiences are facilitated within an open, authentic, or socially constructed environment (e.g., small groups, experiential classrooms, community-based projects) a recognition that there are others who have gone through or are going through similar experiences may lead to the type of trusting relationships emphasized in Taylor's (2007) meta-analysis. By identifying others who have gone through or are going through similar experiences, the learner may continue with the phases of TLT. In this type of environment students can explore options together, formulate individual or communal plans of action, and eventually reintegrate themselves back into the experiences that initially sparked the transformative process. Ultimately, it is TLT applied within a context of pedagogy that demonstrates its value.

Beyond the previously listed phases, TLT can make use of pedagogies that align themselves with educative experiences. Mezirow (1991) explains that through the use of eye-opening discussions, books, or challenging experiences, it is pedagogically possible to foster an opportunity and environment conducive for students' perspective transformation. A process of perspective transformation can lead to a student becoming,

critically aware of how and why their assumptions have come to constrain the way they perceive, understand, and feel about their world; changing these structures of habitual expectation will make possible a more inclusive, discriminating, and integrative perspective; and, finally, making choices or otherwise acting upon these new understandings (Mezirow, 1991, p. 167).

Through the process which leads to a transformation of perspective, TLT focuses on the advancement of beliefs, attitudes, and emotional reactions based on the impact personal experiences have on individuals (Mezirow, 1991). Essentially, teaching practices that invoke a challenging problem to be solved in a way that may not align with the students' usual process of doing, thinking, or seeing can bring about an opportunity for transformative learning. The process by which these students go through in adapting their actions, broadening their knowledge, and critically examining their perspectives can be influenced by experientially based pedagogy that focuses on reflection, and leads to a transformative learning environment. This can take and has taken the pedagogic shape of service-learning (Eyler & Giles, 1999).

As pedagogy, service-learning has been used to engage students in a transformative capacity (Eyler & Giles, 1999; Smith & McKittrick, 2010). Smith and McKittrick (2010) specifically identify service-learning, within the philosophy of experiential education, as a method of teaching in a transformative capacity. They link service-learning and experiential education and recognize that by doing so there is an increased opportunity for transformative learning to thrive. Accordingly, Feinstein (2004) determined that through reflective discussion and critical reflection, which are key components of TLT, a learner forms a heightened sense and awareness of how they come to their knowledge and values that ultimately shape their perspectives. Eyler and Giles (1999) have identified service-learning and the process students go through as being an ideal setting for genuine perspective transformation or change and as a useful theory for explaining transformation of students' personal, civic, moral, and intellectual learning and development. In a longitudinal study Kiely (2005) sought to determine the transformative elements within the contextual and process mechanisms of service-learning that enhanced certain cognitive, affective, and behavioral outcomes. The model that was created from this study identified the following

elements: contextual border crossing, dissonance, personalization, and processing and connecting. In this study it was concluded that these elements of a service-learning experience demonstrated transformation in an abstract or intellectual way and as a profound change in moral obligation and affiliation. The tenets and steps addressed within experiential education philosophy, the ELC, and TLT have been shown to be put into practice through service-learning pedagogy.

Experiential Education and Experiential Learning: Strengthening the Foundation for Service-Learning

Experiential education and experiential learning are essentially connected in that one (experiential learning) is the offspring of the environment perpetuated by the other (experiential education). A common thread between the many perspectives and definitions of experiential learning and transformative learning is the responsibility of the individual to create change in her or himself as a direct result of action, reflection, abstraction, and application (Kolb's ELC, see Figure 2.2). From a philosophy determined by experience, and experiences designed in an educative manner seeking to interest and involve the student in learning, a student can become empowered. Experiential learning, then, can be understood as focusing on the context of the individual and the process of change or transformation that occurs by and within that individual, and not necessarily by the actions of the teacher (Itin, 1999) – *it's what the student does that is important*. It is important to note, though, that teachers' actions, university policy or culture, can most definitely influence the conditions of the students' environment (Kuh et al., 2005). This particular point is explored further in context of service-learning and student engagement in a later section of this literature review.

Experiential education is inclusive of the experiential learning process, but goes beyond the individual learner to include the interactions that takes place among the learner,

teacher, teaching and learning process, learning environment, and subject matter. Experiential education, according to Itin (1999), is the frame from which models, initiatives, or processes of experiential learning (e.g., service-learning, adventure education, problem-based learning, cooperative learning, practicum, or outdoor education) can emerge and be communicated, designed, and implemented. Itin's Diamond Model of the Philosophy of Experiential Education (Diamond Model) provides a theoretical framework for the relationship between experiential education, experiential learning, and service-learning with the greater purpose of learning and transformation. The Diamond Model, while it does not directly mention TLT, indirectly recognizes it within the learning environment, the subject matter, and the two representations of the ELC (student based and teacher based). The TLT is at work within each of those elements of the Diamond Model when the stages of TLT are recognizable.

The Diamond Model represents the transaction that takes place among the student, teacher, teaching and learning process, learning environment, and subject matter. In a transactive model (experiential education), which includes, but goes beyond an interactive model (experiential learning), the student and the teacher have the opportunity to learn from each other while at the same time making meaning of their own experiences. The teaching and learning process can be facilitated through any type of experientially based teaching. In this study, the teaching method of service-learning served as the teaching process, while the ELC served as an interactive model for the learning process. The learning environment consisted of in-class lecture and discussion, small group discussion, and out of class experiences with community organizations. The Diamond Model provides the opportunity for a centralized perspective of experiential education philosophy and the ability to express the specific teaching method under investigation, service-learning, through experiential learning (Itin, 1999).

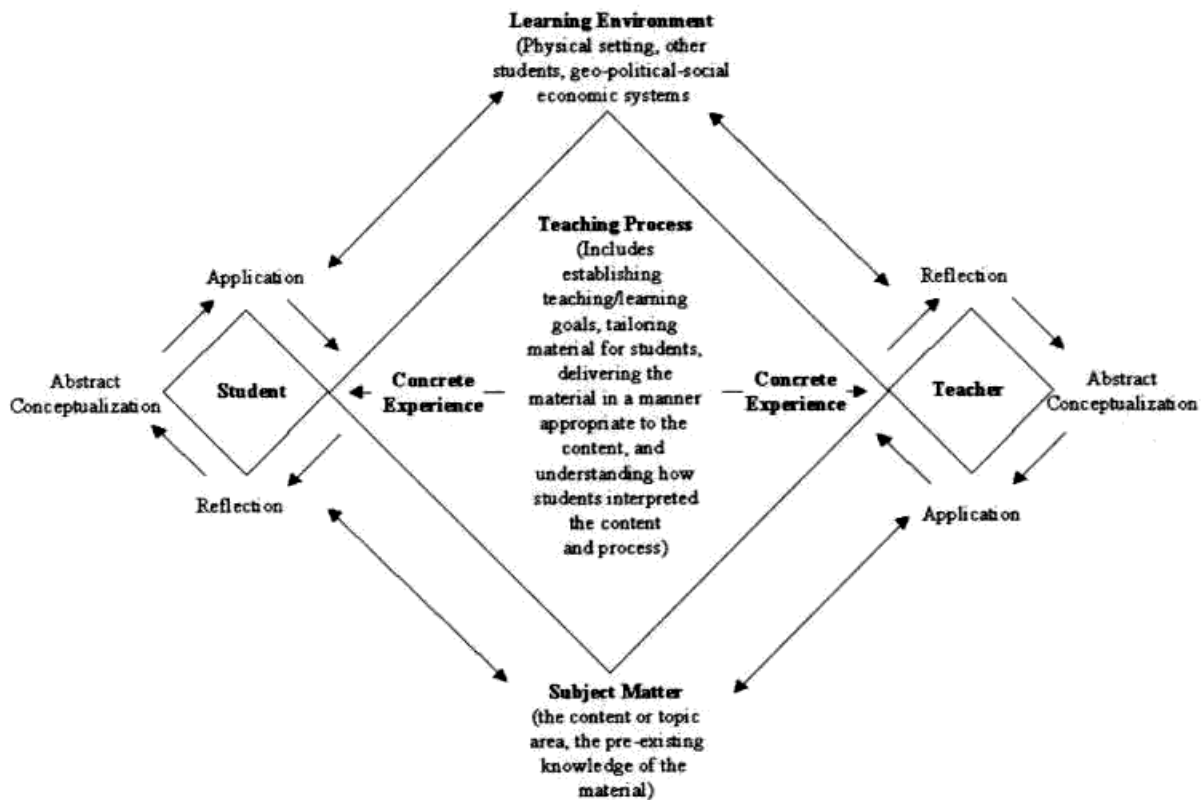


Figure 2.3. Diamond Model of the Philosophy of Experiential Education (Itin, 1999).

With the combining of the philosophy of experiential education and theory of experiential learning as presented in the Diamond Model, service-learning pedagogy has a foundation that is underpinned by a robust and rich framework. Stanton (2009), among other service-learning researchers and practitioners around the world (Eyler & Giles, 1999; Ngai, 2006; Andrews, 2007; Parker et al., 2009; Shumer, Goh, & D’Rozario, 2010; Smith & McKittrick, 2010), recognize service-learning pedagogy within the framework of experiential education philosophy and experiential learning theory. In this, service-learning is recognized as a vehicle for fostering educative experiences. Service-learning, according to Furco (1998), is a form of experiential education with a specific value placed on community experience. Watts (2005) has also identified service-learning as a viable example of experiential learning that engages students in their academic experiences. Service-learning differs from other

methods of experiential education because the experiential component is not just any type of experience. It is an experience that is identified, conducted, and provided by, for, and with a defined community, including, but not limited to local public schools, not-for-profit community organizations, and government bodies, with the intent to mutually benefit all participants. These participants typically include students, faculty members, and community partners.

B. Research on Service-Learning and its Established Outcomes

Service-Learning and Previous Research Study Findings

A review of previous research on service-learning is categorized by the three outcomes typically attributed to it: academic enhancement, civic engagement, and personal growth (Roldan et al., 2004; Clayton et al., 2005; Center for Service-Learning, Indiana University – Purdue University Indianapolis, 2009). See Table 2.1 for a brief overview of how service-learning is believed to assist students with development. From 1993 to 2000, there were 135 research studies on service-learning and of these, 132 found at least neutral and at best favorable results for the influence of service-learning on participants and stakeholders (Eyler, Giles, Stenson, & Gray, 2001). The following ten studies, by no means exhaustive, have sought to either utilize a robust methodology, are seminal works, or are frequently cited as sources that focus on the outcomes attributed to service-learning (presented in Table 2.1). The effects of service-learning on the outcomes of academic enhancement, civic engagement, and personal growth are listed in Table 2.1 according to positive or significant increases in those outcomes.

	Civic Engagement	Personal Growth	Academic Enhancement
Simons & Cleary (2006)	political awareness; diversity attitudes; civic engagement	community self-efficacy; self-knowledge; interpersonal development;	academic learning; understanding theoretical concepts; application of theoretical concepts
Gallini & Moely (2003)	community engagement and development	interpersonal engagement and development	academic challenge, engagement and development
Pascarella & Terenzini (2005)	career impact; economic impact	attitude change; value change; moral development; psychosocial change	cognitive skills; intellectual growth; learning impact
Moely, Mercer, Ilustre, Miron, & McFarland (2002)	civic action; social justice attitudes	leadership skills; personal development; interpersonal skills	problem-solving skills
Fiske, Learning Indeed (2001)	n/a	avoidance of self-destructive behaviors; increased value of racial and ethnic diversity	development of complex cognition; critical thinking skills; application of knowledge; problem-solving
Astin et al. (2000)	commitment to social activism; promoting racial understanding; choice of service career; service participation post-graduation	personal/self-efficacy; leadership development; awareness of personal values	academic outcomes (writing skills); academic performance (GPA, critical thinking skills)
Eyler & Giles (1999)	leadership skills; career impact; value for helping career	leadership skills; self-efficacy	growth in social justice (equality)
Boss (1994)	n/a	n/a	growth in principled moral reasoning
Batchelder & Root (1994)	pro-social decision making; pro-social reasoning; pro-social processing	n/a	complex perspectives; awareness of multidimensionality;
Markus, Howard, & King (1993)	awareness of societal problems	personal values; personal orientation	higher GPA; higher test scores; app. of knowledge

Table 2.1. Review of Relevant Service-Learning Studies and the Influence on Academic Enhancement, Civic Engagement, and Personal Growth.

In addition, service-learning is recognized and framed by Clayton et al. (2005) in the Learning Goals of Service-Learning Venn diagram as the area where personal growth, civic

engagement, and academic enhancement overlap or meet. It is the Learning Goals of Service-Learning Venn diagram (Clayton et al., 2005) that is utilized as a lens for learning more about the students participating in this research study (see Figure 2.4). While it is difficult to identify studies where service-learning only affects one of the three outcomes, many of the studies report significant increases, growth, or movement in at least two of the three outcomes. This follows Watts's (2005) explanation of service-learning as a "breeding ground" (p. 39) for cognitive, behavioral, and affective development. These studies have identified outcomes within the three learning goals of service-learning (see Clayton et al., 2005, Figure 2.4). Therefore, the three outcomes are first briefly reviewed individually and then reviewed together in three different empirical studies. "Most of the literature on the effects of service-learning on students has focused on three general areas of impact" (Roldan et al., 2004, p. 43). The three areas Roldan et al. are referencing are the outcomes listed in Table 2.1. In addition, some studies with mixed results are also presented to provide a more robust review of research on service-learning.

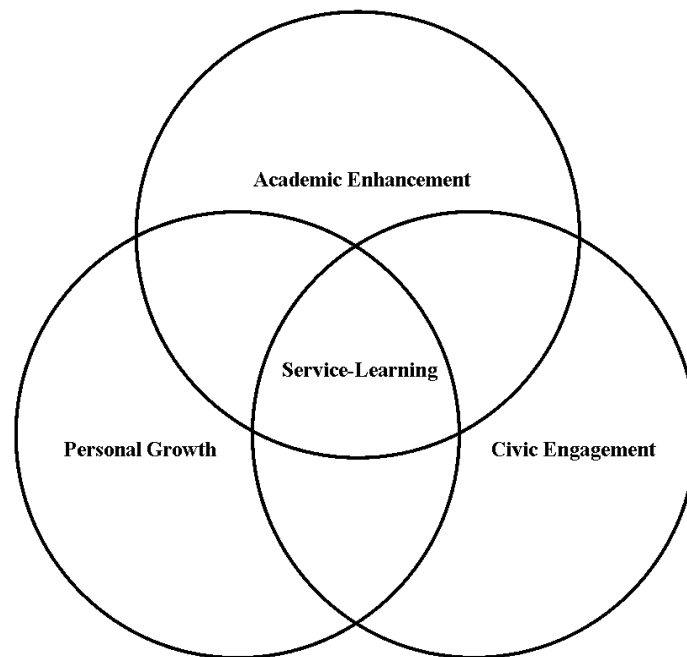


Figure 2.4. Learning Goals of Service-Learning Venn Diagram (Clayton et al., 2005).

Following a review of the three outcomes typically attributed to service-learning, three studies will be introduced and reviewed to clearly demonstrate each outcome. The studies reviewed utilize quantitative and qualitative methodologies and serve as examples of research that have influenced this study and the perspective accompanying me as the researcher. While there are many studies focusing on the various outcomes attributed to service-learning, these three are reviewed to demonstrate the range of studies (quantitative, qualitative, localized, longitudinal, academically focused, personal growth focused, and community engagement focus) facilitated on service-learning.

Civic engagement. Civic engagement is referred to by Ehrlich (2000) as the working towards a difference in the civic life of our communities and striving to develop the combination of knowledge, skills, values, and motivation to make a difference. This includes those attributes that seek to develop the student of today into the active, aware community member of tomorrow. Development or growth in a student's commitment to service, social activism, social justice and awareness of societal problems has been attributed to service-learning outcomes (Markus, Howard, & King, 1993; Eyler & Giles, 1999; Astin et al., 2000). In their study, Simons and Cleary (2006) saw that the impact of service-learning on student civic engagement was nicely summarized and identified by these representative quotes from students: "It [service-learning] enhanced my beliefs in the good of others; It changed my beliefs about the community; I go into Chester [service-learning site] now; Chester is a part of my community" (p. 312). An overview of other studies shows that students involved with service-learning report significant increases in development in the following attributes: political awareness (Simons & Cleary, 2006); sense of commitment to community (Gallini & Moely, 2003); social justice attitudes (Moely et al., 2002); commitment to social activism (Astin et al., 2000); awareness of societal problems (Markus et al., 1993). The outcomes

previously noted can be viewed as the combination of knowledge, skills, values, and motivation Ehrlich (2000) is referencing. The empirical data supporting service-learning's role in the development of the civic engagement outcome, provides reasonable evidence that similar outcomes may occur in other service-learning situations.

Personal growth. Simons and Cleary (2006) reported that students in a service-learning course developed tolerant attitudes, a better self-understanding, and an increase in self-esteem. Each of these characteristics can be categorized within personal growth, which has been identified as a major aspect of how college affects students (Pascarella & Terenzini, 2005). Students involved with service-learning have reported significant increases in the development of the following personal growth attributes: self-knowledge (Simons & Cleary, 2006); value change (Pascarella & Terenzini, 2005); personal development (Moely et al., 2002); awareness of personal values (Astin et al., 2000); and leadership skills (Eyler & Giles, 1999). These studies provide empirical data that offers evidence of service-learning as a positive influence on the personal development of students.

Academic enhancement. Pedagogies that provide means for the course material to 'come to life' for the students are important for their engagement in a course; this is described as academic enhancement. Simons and Cleary (2006) reported the following student responses as a significant indication of the impact of service-learning on academic enhancement: "I could not have understood the concepts if it were not for service; I need real life examples to understand the material; I understood the field and how it relates to the concepts and theories" (p. 312). Related to those students' responses, the following academic enhancement outcomes have been identified in previous service-learning research: cognitive skills development (Eyler & Giles, 1999; Pascarella & Terenzini, 2005); problem-solving skills (Moely et al., 2002); critical thinking skills (Learning Indeed, 2001); writing skills and

higher GPA (grade point average) (Astin et al., 2000); complex perspectives development (Batchelder & Root, 1994); higher GPA and test scores (Markus et al., 1993).

Simons and Cleary's study. Simons and Cleary (2006), using an explanatory methods design, conducted a study of 142 service-learning students enrolled in undergraduate psychology courses at a private university. An explanatory methods design “refers to a sequential phase of data collection and an integrative analysis of quantitative-qualitative data where quantitative results are used to generate questions and provide a context for the qualitative analysis” (Simons & Cleary, 2006, p. 307). The service-learning experience was optional, but 95% of the students in the class chose to participate. Only 38% of the students had participated in volunteer service before the course and after the service experience, 75% said they would participate in future service. Their study sought to identify the personal, learning, and social outcomes attributed to the influence of service-learning. Using qualitative and quantitative methods provided the researchers with two different approaches for data collection and assured reliability of the findings. From students' responses to their questions, the researchers were able to identify eight major themes referenced by the students as major areas of development.

The eight major themes that emerged from their analysis were: academic learning, personal and career development, personal and self knowledge, personal impact, interpersonal development, developing connections with others, reduced stereotyping and tolerance, and problem solving. Using a battery of survey instruments the researchers were able to acquire quantitative data that showed significant ($p < .001$) development increases in civic engagement, community self-efficacy, diversity attitudes, political awareness, course value and academic application. The three themes identified by Clayton et al. (2005) and Roldan et al. (2004) were significantly influenced in some way by the student's service-learning experience. The findings reported in this study provided the researchers the

confidence to determine that the pedagogy of service-learning is beneficial to students who participate (Simons & Cleary, 2006).

Astin, Vogelgesang, Ikeda, and Yee's study. Astin et al. (2000), in a longitudinal study of 22,236 college undergraduates, sought to compare the effects of service-learning and community service with cognitive and affective development of students and identify how learning is enhanced by service. They used a mixed methods design involving survey instruments and in-depth case studies resulting from interviews and observation. The sample was represented by 30% of the students involved in course-based community service (service-learning), 46% involved in voluntary community service (outside of class), and 24% not involved in any form of service. The researchers assessed the influence of service or absence of service on the following 11 outcomes: academic outcomes (three measures), values (two measures), self-efficacy, leadership (three measures), career plans and plans to participate in further service after college. Their data supports the idea that participation in service has a significant influence on all 11 outcome measures when compared to no service participation. Course-based community service or service-learning was found to add significantly ($p < .05$) to all of the outcome measures except interpersonal skills when compared to the increases in voluntary service. While voluntary service is more influential than participation in no service, participation in a service-learning course has the greatest impact with regard to the 11 outcomes measured in this study.

The reason attributed to the greater impact of service-learning over voluntary community service on the 11 outcomes has been credited to the opportunity for reflection and discussion of service experience with peers, faculty, and staff. Both Eyler and Giles's (1999) findings and Dewey's admonition to put reflection in the centre of experiential education support this. Within the reflection and discussion components of service-learning, the student can begin to question what they have experienced. The questions, given credence through

reflection and discussion, can lead students down new paths, into new fields, and to the acquisition of new information and knowledge. The opportunity for discussion, reflection, and processing the service experience is made possible for students who are enrolled in service-learning courses.

Astin et al. (2000) continued by noting the two most important factors associated with an educative service-learning experience. The first factor is related to the student's level of interest in the subject matter. This correlates directly with the first of four criteria set out by Dewey (1933) and alludes to the third criteria as well in that the experience must present problems that awaken new curiosity and create a demand for information. The second factor associated with a positive service-learning experience is identified by facilitated discussion and reflection. Dewey (1933) referred to a crucial educational problem in the inability of humans or learners to postpone immediate action in order to provide for the intervention of observation and judgment and the reasoning of impulse and thought (Dewey, 1916). Dewey (1933) believed thinking allows the learner to put different outcomes of action in context and by doing this the learner can "convert action that is merely appetitive, blind and impulsive into intelligent action" (p. 125). This intervention of observation and judgment or reasoning of impulse and thought, equates to what may be grounds for reflective thinking and reflection.

Markus, Howard, and King's study. Markus et al. (1993) conducted a quantitative study that sought to assess how a large political science course influenced student development and learning outcomes through the integration of community service and classroom instruction (service-learning). There were 89 participants in the study and 52 were randomly designated to participate in the traditional format of the course while 37 enrolled in the service-learning section. Both groups of students attended the same lectures and took the same examinations. The fact that the students were randomly designated to each of the course

sections (service-learning vs. traditional) is one of the most important aspects of the study. In other studies, there has been controversy with regard to students who self-select the service-learning section and the likelihood that they are already more engaged, personally developed, and committed to the community when compared to students who typically do not participate in service-learning versions of a course. If a student has the option to enroll in a service section vs. traditional section, it is possible that the student who selects the service-learning section is more interested in that type of curriculum and therefore could be a different type of student entirely. In addition, service-learning sections of courses are typically designed differently with less emphasis on exams testing for memorization and more emphasis on essays, which show critical and analytical thinking skills. By randomly designating the students to each section and keeping the curriculum as similar as possible, this study alleviates many of the threats to validity found in other studies.

Through this design, service-learning was identified as a form of experiential learning that assisted in clarifying abstract instruction and motivating the learners with concrete experiences and reflection. The researchers found service-learning to be a “supplement to compensate for some pedagogical weaknesses in classroom instruction” while providing students with experiences working with community service agencies (Markus et al., 1993, p. 59). The study found significant, positive correlation between students involved in the group with service and formal and informal reflection opportunities. For the students enrolled in the traditional section of the course, the pre-test to post-test change showed significant individual level changes on only 3 of the 15 items. For the students enrolled in the service-learning section of the course, the pre-test to post-test change showed significant individual level change on 8 of the 15.

The first 7 of the 15 items are as follows, “indicate the importance to you personally of the following”: working toward equal opportunity for all US citizens; developing a meaningful philosophy of life; becoming involved in a program to improve my community; become very well off financially;

volunteering my time helping people in need; giving 3% or more of my income to those in need; finding a career that provides the opportunity to be helpful to others or useful to society.

The next 8 of the 15 items are as follows, “to what extent do you agree or disagree with the following statements”: adults should give some time for the good of their country; having an impact on the world is within the reach of most individuals’ most misfortunes that occur to people are frequently the result of circumstance beyond their control; if I could change one thing about society, it would be to achieve greater social justice; I make quick judgments about homeless people; people, regardless of whether they have been successful or not, ought to help those in need; people ought to help those in need as a payback for their own opportunities, fortunes, and successes; I feel that I can make a difference in the world (Markus et al., 1993, p. 67).

In addition, students in the service-learning section were more likely than students in the traditional section to agree they performed up to their potential, learned to apply principles from this course to new situations, and develop a set of overall values in the field of study. Students participating in the service-learning section scored significantly and substantially higher on their final grades than their traditional section counterparts (nearly a whole letter grade). “Participation in community service can have a significant effect upon their [students’] personal values and orientations toward their community... we also found that students’ academic learning was significantly enhanced by participation in course-relevant community service” (Markus et al., 1993, p. 70).

Studies with mixed results. There are many studies that have found service-learning to be an effective teaching method, but there are also studies with mixed results (Greene, 1996; Hudson, 1996; Fenzel & Leary, 1997; Cram, 1998; Gelmon, Holland, & Shinnanon, 1998). Some of these mixed results focused on academic enhancement objectives measured by Grade Point Average (GPA) or course grades (Boss, 1994; Miller, 1994; Hudson, 1996; Kendrick, 1996; Parker-Gwin & Malbry, 1998; Strage, 2000), while other studies focused on student moral development objectives, interpersonal relations, and leadership skills and found no significant difference between service-learners and non-service-learners (Greene, 1996; Fenzel & Leary, 1997; Cram, 1998; Vogelgesang & Astin, 2000; Bernacki & Jaeger, 2008).

Within these studies, there were areas that reported no significant differences, but the studies typically identified other areas that did report a positive, significant difference between the service-learners and non-service-learners. For instance, the previously cited studies did find: increases in principled moral reasoning (Boss, 1994), courses' positive outcomes on learners (Hudson, 1996), developed psychosocial changes (Greene, 1996), development of a sense of self (Gelmon et al., 1998), career development (Fenzel & Leary, 1997), academic outcomes (critical thinking skills, writing skills, and GPA) (Vogelgesang & Astin, 2000), and increased compassion, social consciousness, and efficacy in changing the world (Bernacki & Jaeger, 2008).

C. Service-Learning and Student Engagement: What They Are and How They Relate

Identifying What Service-Learning is...

In the edited work, *Character Development through Service and Experiential Learning*, Stanton's (2009) review of literature noted more than 165 different published definitions of service-learning. Considering the complexity and wide spectrum for interpreting service-learning, with a range of definitions this broad, it can be difficult to determine which interpretation is correct. These multiple definitions of service-learning are the result of continual modifications and adaptations in order to meet contextualized objectives, "which can be defined differently, based on the goals of the curriculum, student interests, university agenda and community needs" (Duffy, 2007, p. 11). Actually, it is the idiographic nature or time and context bound interpretation of service-learning pedagogy that is its strength. Meaning, it can be adapted and reconstructed in various cultural, environmental, societal, and institutional contexts or channels. With quality constructs in place and the varying goals of universities, educator applications, and changing needs

throughout the existence of service-learning pedagogy these many different definitions have come to coexist (Carney, 1979; Stanton, 1987; Kendall, 1990; Stanton, Giles, & Cruz, 1999; Ehrlich, 2000; Furco, 2003; Stanton, 2009).

Not only do the definitions among scholars differ, the definition of service-learning slightly varies even among the top representative organizations.

- Learn and Serve America's National Service-Learning Clearinghouse defines service-learning as "a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities."
- Campus Compact defines service-learning as a teaching method which, "incorporates community work into the curriculum, giving students real-world learning experiences that enhance their academic learning while providing a tangible benefit for the community."
- American Association for Higher Education defines service-learning as a method under which, "students learn and develop through thoughtfully-organized service that: is conducted in and meets the needs of a community and is coordinated with an institutions of higher education, and with the community; helps foster civic responsibility; is integrated into and enhances the academic curriculum of the students enrolled; and includes structured time for students to reflect on the service experience."
- Community College National Center for Community Engagement defines service-learning as a, "teaching method which combines community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility. Service-learning programs involve students in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility, and commitment to the community."
- The International Partnership for Service-Learning and Leadership defines service-learning as the pedagogy that links academic study with the practical experience of community service. It has become an international movement that offers new approaches to teaching and learning and to the civic engagement of institutions of higher education. It provides students with an education that meets the highest academic standards *and* delivers meaningful service that makes a difference to the well-being of society.

The point is this – these national and international organizations, among others, are defining, advocating, and using service-learning as a pedagogic tool. To some degree this recognition, albeit a varied spectrum, gives service-learning more credence, a stronger

foundation, a wider base of use, and value to the user. In a similar way, Butin (2005) recognizes value in the continual experimentation with different notions of how service-learning works in contrast to a domesticated, artificial prescription or tamed quantification of best or only service-learning practices. This invites and respects the value in service-learning being perceived as an organic or natural learning environment. Despite these various definitions of service-learning, there appears to be a common set of characteristics and elements among them. While this is not equated to a list of best practices, the common set of characteristics stands in place of a singularly derived, universally accepted definition. This set includes: a situational balance of community needed service engagement and relevant in-class curriculum with an intentional focus on the central role of reflection in the learner's experience (Eyler & Giles, 1999). A similar conceptualizing of service-learning through a different iteration comes from Stanton (2009). "Service-learning is about the joining of two complicated concepts – community action, the 'service', and efforts to learn from that action and connect what is learned to existing knowledge, testing it, and confirming it along the way" (p. 45). While the balance or joining may differ on a case-by-case basis, in order for the pedagogy to be referred to as service-learning, it will usually have some variation of these characteristics.

A typological interpretation of service-learning, representing the balance or joining noted in the previous paragraph, may typologically look something like this: SERVICE-LEARNING. Where service (community identified) and learning (relevant in-class curriculum) are combined by a hyphen, which is symbolic of the central role of reflection. Sigmon (1996), one of the originators of the service-learning term, references a typology that encompasses the variations of service-learning being practiced (see Table 2.2).

service-LEARNING	learning goals primary; service outcomes secondary
SERVICE-learning	service outcomes primary; learning goals secondary
service learning	service and learning goals separate
SERVICE-LEARNING	service and learning goals of equal weight; each enhances the other for all participants

Source: (Sigmon, 1996).

Table 2.2. A Service and Learning Typology.

When Eyler and Giles (1999) asked the question, “Where’s the learning in service-learning?” they identified that the “learning in service-learning is in the questions. It is in the questions that service situations inherently pose, in the guided reflection provided by skilled teachers and facilitators and by the interplay of existing knowledge with new and dissonant experiences” (p. 207). These questions, particularly when viewed in association with new and dissonant experiences align with an experientially based, constructivist paradigm rife with transformative elements. The opportunity for a student to utilize what they are learning in a course to meet an identified community need provides the learner with an opportunity to reflect and question. Related to Dewey’s criteria for an “educative project” (1933, p. 291-292), this can lead to an increase in interest, which promotes further questions, and in return the acquisition of information sought by the student to answer his or her questions. Through the seeking of new information and interpretation of a service experience, this type of relationship can lead to deeper inquiry and a greater understanding of course material and objectives.

To keep from adding to the myriad definitions and confusion of defining service-learning while recognizing the characteristics identified by Eyler and Giles (1999), the conceptualization of Stanton (2009), and the typological interpretation of Sigmon (1996), the definition of service-learning for New Zealand tertiary settings emerged and evolved from

within this study in an idiographic manner. The components of service-learning identified by Eyler and Giles (1999) along with the following components identified in other service-learning definitions served as the parts of a definition for service-learning in this study: student engagement, community involvement, connection to curriculum, structured reflection, academic enhancement, civic engagement outcome, and personal growth outcome. Beyond the characteristics noted by Eyler and Giles (1999), the emergence of the previously listed components is not mandatory, but they have been identified as prevalent service-learning characteristics in previous studies.

Student Engagement: Service-Learning as an Engaging Pedagogy

Underpinned by the most robust indicators, including Chickering and Gamson's (1987) seven principles for good practice in undergraduate education (Nelson Laird, Chen, & Kuh, 2008), "student engagement" focuses on the relationship between students' involvement and university conditions. Student engagement is defined as "students' involvement with activities and conditions likely to generate high-quality learning" (ACER, 2008, p. 1). Harper and Quaye (2009) specify the definition of student engagement further by recognizing the range of measurable outcomes generated by students' involvement in educationally effective practices occurring in and out of the classroom. The Australian Council for Educational Research (ACER) administers the Australasian Survey of Student Engagement (AUSSE) each year to participating universities throughout the Australasian region. The AUSSE is a survey instrument administered "to develop and support evidence-based conversations" on how to improve and increase the quantity and type of engaging efforts facilitated at the university level (ACER, 2008, p. iv). The AUSSE is an Australasian contextualized survey which "builds on the extensive validation in the USA of the College Student Report, the

instrument used in the National Survey of Student Engagement (NSSE)” (ACER, 2008, p. 3). Since the NSSE’s development in 1999, it has been administered by over 1,500 universities and completed by over 2.5 million university students (Kuh, 2009).

Since the AUSSE’s first administration in 2007, over 105,000 students from nearly 50 universities from Australia and New Zealand have participated (www.acer.edu.au/research/ausse). These survey instruments are used to collect student responses to specific measures of engagement in learning referred to as benchmarks. By their participation, it is assumed that institutions are interested in their levels of student engagement and are, presumably, seeking ways to improve those levels, including implementing engaging pedagogies. According to Kuh et al. (2005), seamless student engagement in the teaching and learning process has been found to be a key factor in student success in higher education. This is where the factor of service-learning fits into the student engagement equation. Before service-learning is reviewed in the context of student engagement, the theoretical development of student engagement, the concept of student engagement, and the justification of its measurement are further explored.

Student engagement and its theoretical underpinnings. Considering the AUSSE is based on the same theoretical underpinnings as the NSSE, a review of the theoretical underpinnings of the concept of student engagement as it relates to the NSSE and consequently the AUSSE, is important. The primary underpinnings of student engagement are based on Astin’s student involvement theory (1984, 1985), Tinto’s student departure theory (1988), and Chickering and Gamson’s seven principles for good practice in undergraduate education (1987). The previously listed theories and principles are synthesized to form the underpinnings of student engagement and have been critical to its measurement and the development of the NSSE and AUSSE surveys. Each of these three formulations is described in connection to the conceptualization of student engagement.

With the conception of student involvement theory, Astin (1984) focused on the “amount of physical and psychological energy that the student devotes to the academic experience” (p. 518). In this, an attempt to simply explain and account for much of the empirical knowledge on student development acquired to date was pursued. It was this inquiry, with the purpose of helping university administrators and faculty design effective learning environments that led to the development of student involvement theory. Astin (1984) clarifies the behavioral connotation that is implicit to the rhetoric of ‘involvement’ in that “it is not so much what the individual thinks or feels, but what the individual does, how he or she behaves, that defines and identifies involvement” (p. 519). Similarly, Kuh et al. (2005) affirm that what students *do* during their time at university is more important to the students’ success and counts more towards desired outcomes than who they are or where they go to university. While, what the students do during their time at university is important, the opportunities that the university makes or designs can be just as important and influential. This connection point between Astin’s (1984) student involvement theory and Kuh et al.’s (2005) idea of student engagement is relevant and recognizable.

Astin (1984) identified five basic postulates that student involvement theory supports.

They are as follows:

1. Involvement refers to the investment of physical and psychological energy in various objects. The objects may be highly generalized or highly specific.
2. Regardless of its object, involvement occurs along a continuum; that is, different students manifest different degrees of involvement in a given object, and the same student manifests different degrees of involvement in different objects at different times.
3. Involvement has both quantitative and qualitative features. The extent of a student’s involvement in academic work, for instance, can be measured quantitatively (hours) and qualitatively (comprehension versus daydreaming).
4. The amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program.
5. The effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement (p. 519).

These postulations of student involvement theory are critical features of contemporary student engagement as it is attempted to be measured by the NSSE and AUSSE. In relation to student involvement theory and NSSE's website (<http://nsse.iub.edu/html/about.cfm>), Kuh, Kinzie, Buckley, Bridges, and Hayek (2007) describe student engagement as having two critical features.

“The first is the amount of time and effort students put into their studies and other educationally purposeful activities ... The second component of student engagement is how the institution deploys its resources and organizes the curriculum, other learning opportunities, and support services to induce students to participate in activities that lead to the experiences and desired outcomes such as persistence, satisfaction, learning, and graduation” (p. 44, italics added).

Furthermore, the AUSSE uses the following definition to describe student engagement

“students’ involvement with activities and conditions likely to generate high-quality learning”

(ACER, 2008, p. 1, italics added). Essentially, student involvement theory with its

corresponding beliefs recognizes the same two critical features guiding student engagement and its measurement with the NSSE and AUSSE. The amount of psychological and physical energy a student puts into educationally purposive activities is essential in both student involvement theory and student engagement. Additionally, the effectiveness and value of educationally purposive activities and conditions created by a university are identified in posits four and five of student involvement theory and in the definition of student engagement. Both concepts are fundamentally based on student energy and university conditions that require the investment of that energy. Confirming this perspective, in a study of classroom practices, student engagement, and persistence, Nelson Laird et al. (2008) asserted that student development and persistence is a result of, “an optimal blend of challenge and support...” and a greater emphasis on “the social and collaborative aspects of learning” (p. 96).

Astin's (1984) student involvement theory, when considered in context of Tinto's (1988) student departure theory, illuminates retention or persistence of students as another

focus of student engagement. Tinto summates his student departure theory with, “effective *retention* and the *involvement* of individuals in the social and intellectual life of the college [university] are *one and the same*” (p. 453, italics added). Thus, if the involvement of individuals during university study, as described in student involvement theory, is an integral factor in student retention, and student engagement recognizes universities as the creators and initiators of conditions and practices that can involve students, then a deeper understanding of how service-learning, as a condition or practice, can influence a student’s engagement is valuable. Additionally, findings show that the engaged student is more likely to continue studies through to fruition (Nelson Laird et al., 2008; Kuh et al., 2007). Service-learning, as a practice or condition facilitated by a university, may influence the student experience and lead to a more involving, engaging environment where students can invest the psychological and physical energy vital to their persistence.

What seems to have been built on the tenets of student involvement theory, student departure theory, and “50 years of research on the way teachers teach and students learn” (Chickering & Gamson’s, 1987, p. 5), Chickering and Gamson’s seven principles for good practice in undergraduate education served as a clarion call for higher education teachers, researchers, practitioners, and administrators to focus on their responsibilities and opportunities. These seven principles are still recognized as the best set of engagement indicators (Nelson Laird et al., 2008; Zepke et al., 2009). By recognizing the commitment and action needed from the resources for improvement of undergraduate education (students and faculty members), Chickering and Gamson (1987) justify the seven principles by founding them on the same two critical features as student involvement theory and student engagement. Those critical features are based on a situational balance of responsibility and action from the students and university. Furthermore, the seven principles are based on

research of good teaching and learning practices across higher education and explicitly address examples of each principle in practice. The seven principles are as follows:

1. Encourages student-faculty contact.
2. Encourages cooperation among students.
3. Encourages active learning.
4. Gives prompt feedback.
5. Emphasizes time on task.
6. Communicates high expectations.
7. Respects diverse talents and ways of learning (Chickering & Gamson, 1987, p. 4).

While these seven principles are not directly used in this study, they are indirectly used as examples of the fundamental underpinnings of student engagement theory. These seven principles operationalize the “how” of teaching more than the “what” of teaching. Essentially these principles are more concerned with pedagogy, process, and teaching method, than with the content, subject matter, or discipline being taught (this is similar to the discretion applied for referring to the two research sites of this study as Approach I and II service-learning addressed in Chapter 3). Regardless of disciplines within an institution of higher education, it is these principles integrated into practice that have been shown to foster conditions that influence the amount of psychological and physical energy students invest in their university experiences. Principle one, student-faculty contact in and out of the classroom, for example, has been identified as an important factor in: student involvement and motivation (Chickering & Gamson, 1987; Pascarella & Terenzini, 2005), the promotion of racial understanding and racial-ethnic attitudes, the development of socio-political orientations and values changes, the development of career-relevant skills and choice of career, intellectual and cognitive growth, and student persistence and degree completion (Pascarella & Terenzini, 2005).

Principle two encourages cooperation and recognizes that learning is a social process that is based on collaboration. This collaboration can take on the form of students working together or students teaching each other, among other iterations. Through collaboration and

interaction students can deepen their understanding of subject matter and test their values and perspectives (Chickering & Gamson, 1987). Principles one and two, when considered in respect to principle three, active learning, begin to take on a more complex and complementary shape for implementation. Active learning is based on cooperation, interaction, and involving students in what it is they are learning. By actively engaging students with course content, they are basically reconstructing the information and processing it to inform their knowledge of the content. This provides the students with an opportunity to actively learn and by doing so make meaning of and experience what they are learning. This process aligns with Kolb's experiential learning cycle discussed previously in this chapter, and particularly when active learning techniques are used in contrast to passive ones, there seems to be a better mastery of course content. Although this finding is not definitive in all studies, cases, and experiences, active learning techniques versus passive learning do not seem to hinder student learning (Pascarella & Terenzini, 2005). More specifically, active learning within a cooperative or collaborative environment influences student persistence in a positive, statistically significant manner (Nelson Laird et al., 2008), builds student confidence and fosters social interaction (Engstrom, 2008), and influences students' perceptions of their university's commitment to students (Braxton et al., 2008). Subsequently these principles have been supported in Pascarella and Terenzini's (1991, 2005) review of thirty decades of research on how college affects students. Based on their review, the assumption that cooperative, collaborative, and active learning approaches to teaching and learning would positively influence students' overall ability to problem solve and develop cognitive and analytical skills, is a highly dependable one.

Principle four emphasizes giving prompt feedback related to some form of assessment (Chickering & Gamson, 1987; Zepke et al., 2009). While this assessment can come in many forms, ranging from paper and pencil based examinations to self-based assessments in the

form of critical reflection, it is important that students have a chance to understand where they are in the learning cycle or process. Further, it has been determined that this feedback should be given in a timely manner. Rust (2002) went on to recommend that feedback, while it should be given promptly, should also be given with an invitation for the student to be actively engaged with the feedback given.

Principle five aligns with student involvement theory and much of the literature on the emphasis of time on task. Physical and psychological energy devoted to the academic experience takes a certain amount of time and effort on the students' part. In fact, student involvement theory specifically identifies that the most valuable resource of a higher education institution is student time (Astin, 1984). In this, Chickering and Gamson (1987) identified the "time plus energy equals learning" (p. 8) posit in the form of this principle. They went on to note the importance of how a university designs an undergraduate experience as it will have a direct influence on what and how a student invests their time. This is also supported in Astin's (1985) I-E-O (Input-Environment-Outcome) model and theory of involvement represented by the E, which represents the university environment. A university, with its people, programs, policies, and related experiences, influences a student's environment and by so doing affects the student. It is thought that, the type of environment a university supports can affect the conditions and the amount of time and energy a student invests in educationally purposive practices (Astin, 1985; Chickering & Gamson, 1987; Kuh et al., 2005, Kuh et al., 2007).

Principle six calls for the communication of high expectations as a good practice for undergraduate education (Chickering & Gamson, 1987). This serves as the parallel bookend to feedback. By communicating high expectations in an upfront manner, the feedback provided after a task has been completed is relevantly contextualized. Shea, Pickett, and Pelz (2003) integrated into their model the seven principles of good practice and went on to

identify that these particular elements were pivotal in fostering an environment of student engagement and learning. Students value learning environments where the teacher's expectations are communicated clearly and are at challenging, but achievable levels (Kuh et al., 2005; Nelson Laird et al., 2008). Communicating high expectations, in a sense, manages the students' expectations, which can lead to them having a better understanding of what a teacher, assignment, or exercise requires.

Principle seven addresses the importance of respecting the diverse talents and ways of learning that students bring with them into the classroom (Chickering & Gamson, 1987). Kezar (2001), in a review of Gardner's Multiple Intelligences theory (MI), recognized that higher education environments should already be quite individualized in that students choose their courses and are granted access to various fields of study. Kezar continues by noting the particular value of MI in meeting the diverse learning needs of the learner. The value of MI within a higher education context can have the greatest influence on the justification and development of individualized pedagogy, generally, and experiential pedagogies, specifically. Ultimately, Kezar recognizes MI as a reinforcement of "the value of faculty members' desire to experiment with new approaches such as cooperative, collaborative, or community service learning. These teaching and learning methods appear to develop intelligences formerly not addressed through conventional techniques such as lecturing" (p 148). Kezar specifically identifies service-learning as an example of a teaching and learning method that is considerate of students' diverse talents and ways of learning.

In Chickering and Gamson's (1999) reflections on the development and adaptations of the seven good practices in undergraduate education, they specifically mention two key figures in connection to student engagement underpinnings. The first is Peter Ewell who was the first to lead the initial creation of a survey of student engagement (NSSE) and the second is George Kuh who went on to develop the NSSE, and subsequently with Hamish Coates the

AUSSE, into what they are today. Ewell saw the NSSE as a tool for collecting data that would, “provide information about the extent to which colleges and universities exhibit characteristics and commitments to high-quality undergraduate student outcomes” (Chickering & Gamson, 1999, p. 79). In a personal communication cited in Chickering and Gamson (1999), Kuh made his sentiments clear with regard to the seven principles.

There are many of your apostles out there who are translating and interpreting the principles as policies and practices are evaluated and developed. . . . You can see the images of these principles reflected in many of the initiatives we have under way on my campus and elsewhere. So [even if] folks may not be wearing a laminated SEVEN PRINCIPLES card around their necks, the principles have and will continue to have a substantial impact (p. 80).

The theoretical underpinnings of student engagement in Astin’s student involvement theory (1984, 1985), Tinto’s student departure theory (1988), and Chickering and Gamson’s seven principles (1987) have been addressed. Furthermore, in the words and actions of Ewell and Kuh, the practical connection points between Chickering and Gamson’s seven principles and student engagement as measured by the NSSE and AUSSE are recognized and established.

Based on a substantial amount of previous research on the student experience the foundation for the concept of student engagement has been established. Findings show that the engaged student is more likely to: develop character (Kuh & Umbach, 2004), develop personally, earn better grades (Astin, 1993; Pascarella & Terenzini, 2005), be more satisfied with her or his university, and continue studies through to fruition (Kuh et al., 2007). These outcomes, in accordance with the others that were addressed in connection to each of the seven principles of good practices in undergraduate education, are also attributable to the concept of student engagement in learning and the actuality of an actively engaged student.

Theoretical underpinnings put into practice for measuring student engagement.

The NSSE is divided into five benchmarks which have been theoretically and empirically determined as central tenets to student engagement within higher education. These benchmarks resemble many of the tenets addressed in the theoretical underpinnings reviewed

in the previous paragraphs. Those benchmarks are: *Active Learning*, *Academic Challenge*, *Student and Staff Interaction*, *Educational Enriching Experiences*, and *Supportive Learning Environment*. The AUSSE adds to this list of benchmarks a sixth, *Work Integrated Learning*. Students' responses to items on the surveys are associated with one of the benchmarks. Next, each student who participates in the survey receives five (NSSE) or six (AUSSE) scores; and each benchmark score is out of 100. Ultimately, the individual student responses are aggregated and the participating universities are issued their five or six benchmark scores. In Table 2.3, a review of the benchmarks and a brief description of what each attempt to measure are provided. A further description of how the AUSSE was used in this study is addressed in Chapter 3.

AUSSE Benchmark	Attempts to Measure
Academic Challenge	Extent to which expectations and assessments challenge students to learn
Active Learning	Students' efforts to actively construct their knowledge
Student and Staff Interactions	Level and nature of students' contact with teaching staff
Enriching Educational Experiences	Participation in broadening education activities
Supportive Learning Environment	Feelings of legitimation within the university community
Work Integrated Learning	Integration of employment-focused work experiences into study

Source: AUSSE, 2009

Table 2.3. AUSSE Benchmarks and Corresponding Descriptions of Measurement.

During the NSSE's first decade of use it has become extensively validated as a source for forecasting student outcomes and its findings have been used to promote change within universities (Pascarella, Seifert, & Blaich, 2009; LaNasa, Cabrera, & Trangsrud, 2009;

http://nsse.iub.edu/_/?cid=154). Although the AUSSE has only been used for three years, considering it is substantiated by nearly a decade of research on the NSSE, administrators are in a position to promote change by using the data within this instrument. Important to note, until a firm grasp on the AUSSE data is had, the likelihood of it or student engagement data having a significant impact on the student experience is minimal.

While the literature and empirical evidence supporting these particular benchmarks is robust, the benchmarks have not gone without criticism. However, the theoretical underpinnings of student engagement and the NSSE/AUSSE as an indicator of student engagement have been continually supported by empirical research. LaNasa et al. (2009) refer to this as construct validity. Subsequently, the benchmarks have been studied in an attempt to understand their interdependency, effectiveness, and validity.

Studies identified by LaNasa et al. (2009) and Pike (2006) attempt to “decompose” the engagement benchmark scales into subscales or “scalelets” in order to more reliably measure student engagement. LaNasa et al. (2009) sought to understand the interdependency of the NSSE benchmarks in a study of NSSE construct validity. In this, they determined that an eight factor model encompassed student engagement measurement better than the five factor model represented by the NSSE benchmarks. While the scalelets and subscales attempt to measure the concept of student engagement they do so in a more specific capacity. Instead of measuring *Academic Challenge* as a benchmark score, Pike (2006) suggests measuring it as smaller sub-benchmarks or scalelets (e.g., *course challenge*, *writing experiences*, *higher-order thinking*). Pike recognized that the scalelet scores demonstrated a greater explanatory power than the benchmarks. Although Pike did not call for a complete decomposing of NSSE benchmarks, particularly due to the value of those scores at the administrative level of a university. In the case of this investigation, the scalelet interpretation of the NSSE was not applied and the standard six benchmark design of the AUSSE was used.

In their analysis, LaNasa et al. (2009) also identified that engagement may take on a different approach or appearance at various institutions. If this is the case, the NSSE is in need of further inquiry. While the theories underpinning student engagement and its measure via the NSSE/AUSSE have been supported, the actual design of NSSE and its benchmarks has been an area of unceasing investigation. Thus, it is important to recognize that the vehicle of measurement and its contents have been recognized as core aspects of student engagement, but the design and execution of its measurement is under continual critical evaluation.

Student engagement's contemporary use. Utilizing nearly a decade of NSSE data, a recent report written by Kuh (2008), *High-Impact Educational Practices: What they are, who has access to them, and why they matter*, identifies the top ten high-impact engaging practices for universities. This report establishes that service-learning is one of those practices that increase the level of student engagement and student retention in higher education settings. The increase in engagement has been attributed to many different aspects of service-learning (e.g., a valued service needed by the community, in class learning, reflection, active and collaborative learning, challenges, and the outcomes attributed to its use as pedagogy of academic enhancement, civic engagement, and personal growth). According to Kuh (2008), service-learning programs are based on:

Field-based 'experiential learning' with community partners... The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life (p. 11, italics original).

Kuh concludes, "When I am asked, 'what one thing can we [higher education administrators] do to enhance student engagement and increase student success?' I have an answer" (p. 7-8). Included in this answer, "as an obvious choice," is the practice of service-learning. Following Kuh's charge, then, it is important that programs claiming to practice service-learning are

identified, researched, and analyzed. Furthermore, an angle to take on this research is how two approaches to service-learning influence student engagement in two New Zealand university environments.

Perhaps the spark of interest that arises from a student being engaged (applying learning and reflecting on learning experiences) provides the types of direct experiences that Dewey (1933) and Eyler and Giles (1994) believed to be educative. It is from within these engaging moments that a student has an opportunity to develop on many fronts (e.g., affectively, cognitively, and behaviorally). With New Zealand students as the source of data, the characteristics Zepke et al. (2009) identified as ways for teachers to augment students' engagement: building relationships, providing prompt feedback, having enthusiasm for their subjects, challenging their students, and providing opportunities for students to apply knowledge to practical problems, are also key characteristics of service-learning. Astin et al. (2000) indicated that service-learning was a source of seamless student engagement opportunities. There is substantial evidence of service-learning as a means to attaining a greater extent of student engagement and the outcomes of academic enhancement, civic engagement, and personal growth, and as a source for conditions "likely to generate high-quality learning". It is the shape that these engaging moments take in a New Zealand university classroom setting that serves as a core focus of this research study. Particularly because, "student engagement has not been researched extensively yet in tertiary education in New Zealand" (Zepke et al., 2009, p. 71-72).

A New Zealand specific example for how AUSSE data has been used to create conditions for engagement comes from the University of Auckland (UA). Dr. David Tippen is the Quality Coordinator in the Office of the Vice-Chancellor at UA. Using an extensive process, AUSSE data has been applied specifically to identify where improvements in teaching and learning can be made. Tippen determined that the real value in AUSSE data for

promoting change within UA is to further analyze it at the scale and individual question levels on a faculty-by-faculty basis. Tippen said, “this analysis allows comparisons across faculties, and gives individual faculties further insights into the responses of their respective students” (personal communication, David Tippen, April 28, 2011). The reason for doing this is because UA has identified that some of the variations at the faculty level are partially explained by different teaching styles and learning environments facilitated across the various faculties. Ultimately, according to Tippen, UA has identified the following method, which typically results in a cogent list of localized practices designed to influence student engagement:

- Identify areas of concern/further investigation at the scale-level
- Conduct a detailed question-by-question analysis of each of the scale components across faculties in order to focus on specific areas of interest
- Faculties then triangulate the data with other data sources or and/or conduct further investigations.

As an example from the US, service-learning is supported as an engaging pedagogy in the Quality Enhancement Plan (2003) of Virginia Commonwealth University where Alexander Astin is cited from a personal correspondence as having referred to service-learning as one of the most important pedagogical innovations in the past fifty years. Astin et al. (2000) reported that when considering personal and cognitive development, service-learning is a supportive pedagogical tool. He and others have seen that one of the most important strengths of service-learning is the ability to make, “learning experiential by bringing students into an active/inquiring orientation rather than the passive/receptive model encouraged in more traditional education” (Behrman, 2001, p. 21). This type of active/inquiring orientation can foster the opportunity for increased student engagement; therefore, there is a greater possibility that students are successfully and actively learning. Along these lines, Eyler and Giles (1999) are most impressed by the ways service-learning creates connections for students. They reference the connections between feelings and

thoughts, studies and life, self and others, and university and community. These connections have been attributed to, not only the value of service, but also to the value of better learning as an outcome of service experiences and increases in student engagement.

Concluding the Review of Relevant Literature

This chapter presented a survey of the current literature on service-learning and student engagement (see Figure 2.5) influencing this study. More specifically, service-learning's philosophical and theoretical roots have been established in Dewey's philosophy of experiential education, Kolb's theory of experiential learning, and Mezirow's theory of transformative learning. This amalgamation has been presented in connection with Itin's Diamond Model of the Philosophy of Experiential Education. After the underpinnings of service-learning were identified, a review of service-learning literature was presented. In this review, service-learning was established as a pedagogy with a long history of development. Beyond its numerous interpretations through the course of its development, a common set of necessary characteristics have been recognized in order for service-learning to be identified as service-learning. To recap, the common set of characteristics is as follows: a situational balance of community needed service engagement (service) and relevant in-class curriculum (academic content) with an intentional focus on the central role of reflection (reflection) in the learner's experience (Eyler & Giles, 1999). This interpretation of service-learning is relevant for recognizing the outcomes typically attributed to it. Those outcomes are: personal growth, academic enhancement, and civic engagement (see Figure 2.4; Clayton et al., 2005). Additionally, student engagement theory, as a broader context for service-learning, and its underpinnings were thoroughly reviewed. This provided a deeper understanding of student engagement and how it was utilized in this study. Also, the review of the encompassing

concept of student engagement was to demonstrate that in other contexts the established impact of service-learning specifically on student engagement is robust.

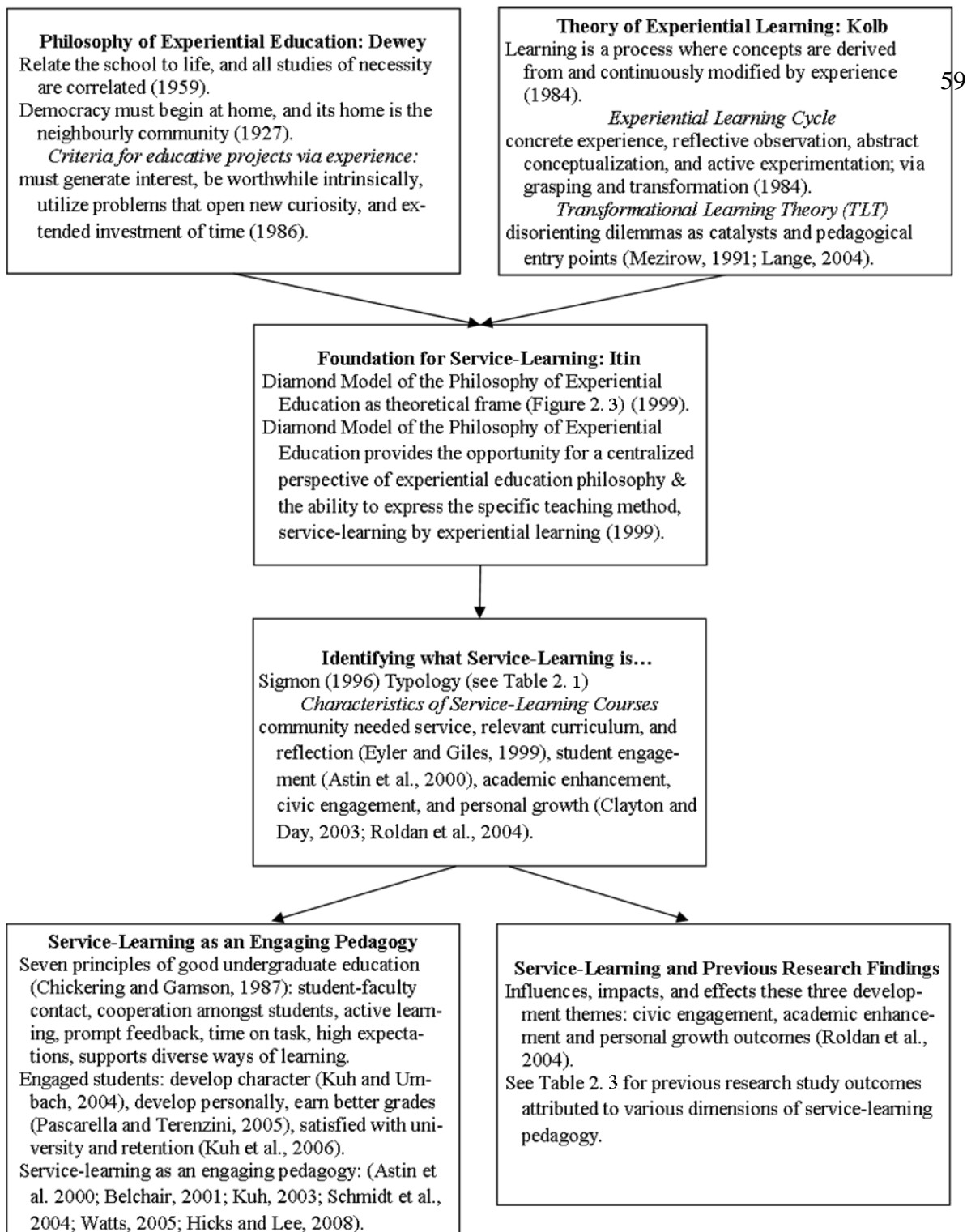


Figure 2.5. In-Depth Flow Chart Featuring the Review of Literature.

CHAPTER 3

Methodology and Methodological Procedures: My Worldview, ‘Researcher as a Key’, A Door as Paradigm of Inquiry, and Implementing a Naturalistic Inquiry

This chapter begins by presenting and supporting my worldview as a researcher through ontological, epistemological, methodological, and axiological perspectives. Following this, Naturalistic Inquiry is identified as the paradigm of inquiry that aligns with my worldview and the phenomenon being researched in this study. The process by which this paradigm of inquiry was used to collect, analyze, and present obtained data is then reviewed.

A. Methodology: ‘Researcher as a Key’

Introduction

I believe as researchers we take the shape of keys. Each key varies slightly or considerably from other keys. It is our ontological, epistemological, methodological, and axiological assumptions that determine the shape and cut of our specific key. These assumptions of reality, knowledge, method, and values are shaped by our culture, experiences, and hermeneutics. Denzin and Lincoln (2003) recognize that behind these labels is the “personal biography of the researcher” (p. 29). The voice of the researcher’s personal biography is indicative of a class, gender, race, culture, and ethnic community perspective. Positioned between ‘researcher as a key’ and the phenomena they intend to understand are doors. These doors represent the numerous paradigms of inquiry, which are collections of “logically related assumptions, concepts, or propositions that orient thinking and research” (Bogdan & Biklen, 1998), of which we as value-laden inquirers with “personal biographies” may or may not align. The door, with its frame, knob, lock, and hinges serves as a symbol for the axioms that underpin a particular paradigm. Each of these doors has a lock and in order to

open them, the researcher must be a key that fits and grants access. While there are many doors to choose from, there is typically one that is most suitable for the key of the researcher and the phenomena of study.

I must reiterate that this is my interpretation of a subjective process. Meaning, the door that a ‘researcher as a key’ opens is representative of a human constructed paradigm and subsequently is subject to human error, bias, and misinterpretation. The ‘researcher as a key’ is also not immune to human error because it is completely human and particularly idiographic. Subsequently, the ‘researcher as a key’ is based on the hermeneutics of the researcher’s view of knowledge, reality, method, and values. In this the ‘researcher as a key’, so long as he or she is true to his or her worldview, can shape and reshape the key throughout access, and interpretation of more information. This allows for the development of the researcher and the research process as they become immersed in an investigation. In return the phenomena being investigated also have an influence on the paradigm of which a researcher aligns. Understanding that the doors, or paradigms of inquiry, and the ‘researcher as a key’ are both predisposed to human error allows for the research process to unfold in an emergent way versus a predetermined, or *a priori* design.

As a researcher, I believe it is essential to understand how I view the world before I can begin the interplay that transpires between me, the paradigm of inquiry with which I most align, and the phenomena I seek to more deeply understand. Before I can present my paradigm of inquiry, I must provide insight into my worldview and its construction. The way I view the world is based on the experiences I have had and the hermeneutic understandings that I have come to through reflection and attempts at making meaning. While paradigms are human constructions and therefore subject to human error (Guba & Lincoln, 2001), they do provide the door through which we can enter and interpret our worlds. Essentially, it is this ultimate interpretation, or description of the door, that serves as the subconscious filter

through which the collected data from this investigation travels. Before I can discuss the paradigm of inquiry and the connected methods used to collect and interpret the data, I first provide the necessary context for understanding my ontological, epistemological, methodological, and axiological perspectives and assumptions.

‘Researcher as a Key’: Ontological, Epistemological, Axiological, and Methodological Perspectives and Assumptions

As researchers and human beings, we have views of what reality is and how it has, can, or could come to be known. We have ideas about what counts as knowledge or truth and we have a set of values which serve as our “*arbiters of preference or choice*” (Lincoln & Guba, 1985, p. 160, italics original). Furthermore, bound within these views and ideas of reality, knowledge, and values, we have an understanding of how we as researchers can come to find them. The process of how we come to find out more about the phenomena of study is referred to as methods. The nature of the methods researchers use is bound by their perception of reality, knowledge, and values. These elements are discussed in the following sections in a logical hierarchy, which Guba and Lincoln (2001) have suggested as a “necessary primacy” (p. 60), by first addressing the form and nature of reality. Based on what is real and what can be known about what is real, the process or methods used to seek the data to inform the researcher’s knowledge is also determined. Throughout all of the decisions made and assumptions had on each of these elements are the axiological elements. Prescribed by the researcher’s values, these influence the choice of research focus or topic, paradigm of inquiry, theory used to frame phenomena, and contextual or environmental agents or forces.

The departure point for understanding my ontological view is best described in the concluding sentence of Bogden and Biklen’s (1998) anecdotal story entitled, “*Forever*”. “It is multiple realities rather than a single reality that concern the qualitative researcher” (p. 27). In

this, the point is that there is no single reality, but many interpretations of what participants see and experience as their realities. To further develop this idea, LeCompte and Preissle (2001) identify five assumptions within a major theoretical perspective of social science research. These assumptions demonstrate the interconnectedness and influence that conceptions of reality have on the framing of an inquiry.

1. Meaning is constructed through social interaction.
2. Individuals act on the basis of meanings they perceive.
3. Meanings change in the course of interaction because of different perceptions held by the actors.
4. Thus, reality is not a prior *given*; it is based upon interpretations and it is *constructed* during interaction between and among individual actors.
5. Reality is not *fixed*, but changes according to the actors and the context (p. 46-47).

If reality is not fixed, but perceived, constructed, and interpreted during an individual's interactions with others, their environment, and the phenomena being researched, *then* describing reality as singular or fragmented variables may not be the only way to understand phenomena. Subsequently, the counter to this *if-then* statement is the recognition that there are numerous constructed realities based on individual interpretations that can be studied holistically. When phenomena are studied in this capacity, then the increased understanding does not lead to a singular, fragmented reality that is capable of being predicted and controlled, but to a deeper level of understanding of the phenomena under investigation (Lincoln & Guba, 1985). This ultimately has implications for the reconstruction of constructed realities, which serves as the process for seeking a layered understanding of a phenomenon.

By recognizing the various interpretations of reality that participants in a research study may experience, a thorough understanding of participant experiences may be achieved. The core tenets of experiential education and experiential learning are based on participants experiencing and interacting with their environments or realities and in these, co-constructing their personal experiences. Moreover, this particular ontological view lends itself well to

studying a specific pedagogical theory within the philosophy of experiential education in the method of service-learning. The Research Questions guiding this study are directed to seek a deep understanding of students' experiences within a service-learning environment. As the relationship between experience and reality is individualized, an ontological view that recognizes the value of each of these constructed realities based on experience is a strong one. Furthermore, this view provides the frame for understanding the experience students have with service-learning from a more holistic perspective.

As noted previously, Guba and Lincoln (2001) selected a logical, if not necessary, primacy for discussing the fundamental elements of inquiry paradigms. With a researcher's ontological perspective established, subsequent answers to the epistemological questions can be addressed. These answers refer to what counts as knowledge and what types of relationships can exist between the inquirer and the topic of inquiry.

It is the inclination of most human beings to seek certainty: "We burn with desire to find solid ground and an ultimate sure foundation whereon to build a tower reaching to the Infinite. But our whole groundwork cracks, and the earth opens to abysses" (Pascal cited in Gergen, 2001). In Pascal's timeless description of our inclination as humans to "find solid ground", the vivid counterpoint of a cracking groundwork is described in order to metaphorically insinuate the subjectiveness of knowledge. What is a solid foundation today may become rife with cracks tomorrow. (*As a PhD student who has faced the past 12 months living in post-earthquake Christchurch, never more does this example ring truer to me*). With an ontological view based on multiple constructed realities an accompanying epistemological view would be one that aligns with the previously determined ontological view. This alignment requires a certain type of relationship to exist between the knower, the known, and what can be known. This relationship is one that is mutual, interactive, and inseparable.

This epistemological view is best described in relation to the ontological view I described previously. In describing the relationship between perspective and knowledge Gergen (2001) cites Hanson with, “seeing is a theory-laden undertaking. Observation of X is shaped by prior knowledge of X” (p. 15). I would extend this one step further and add that “observation of X is shaped by prior knowledge of X”, *and previous interactions and experiences with X*. While this may agree with Hanson’s idea of knowledge, this addition is added in order to clarify the value of interactions and experiences in constructing knowledge. Additionally, Hanson demonstrates the influential relationship that exists between a perceived reality and knowledge. Ontologically speaking, there are multiple realities based on an individual’s construction and reconstruction of experiences. If a topic of inquiry is pursued in this light, then the multiple realities and multiple constructions that are being established and explored should be inquired in a similar manner. Meaning, an *a priori* set of hypotheses and variables may not leave room for the emergent factors of the individuals’ multiple realities and successive constructions of experiences leading to knowledge. This is of particular relevance when the topic of inquiry is based in the social sciences and even more strongly supported when the topic of inquiry is exploratory in design.

Considering the multiple realities and interpretations of individuals based on their previous knowledge, the data synthesized by the inquirer leads to a more individualized body of knowledge. This strongly contrasts to a generalizable, universally accepted body of knowledge that is attempted to be established by competing paradigms (e.g., positivist, structural functionalism, or behaviorism). In this more individualized paradigm, experiences and interpretations of experiences are framed by the participant’s and the inquirer’s prior knowledge and experiences. This can lead to a body of knowledge that is time and context bound and “more or less informed and/or sophisticated” (Guba & Lincoln, 2001, p. 63).

It is within the discussion of paradigms of inquiry that the long established attempts at proving a cause and effect relationship becomes relevant. Reflecting on the ontological and epistemological views presented in the previous paragraphs, a dialectic perspective to causality should also be expected. This dialectic perspective is articulated as being a replacement for causality. It is referred to conceptually as “mutual simultaneous shaping” (Lincoln & Guba, 1985) and this concept promotes the assertion that the “whole is more than the sum of its parts, [and] each part contains the whole within itself” (Lincoln & Guba, 1985, p. 53). By identifying the “mutual simultaneous shaping” state of entities, the process guiding an investigation should consist of methods that allow for the inquiry’s emergent design.

Relevant and influential to all paradigmatic elements discussed thus far are the axiological formulations. Essentially, it is the role of values in an inquiry that not only shapes the topic of inquiry, but also shapes the process of data collection, analysis, and presentation. The axiological formulations which I align with are in connection with the inquiry process as being value-bound versus value-free. Lincoln and Guba (1985) cite numerous authors from the positivist or conventional paradigm who have recognized that, “values are determinative of decisions about what to study, how to study it, and what interpretations to make” (p. 162). In this the emic constructions from, of, or about the topic of inquiry may be served. That the emic and etic constructions may be recognized in the axiom of a value-bound inquiry, may then guide the inquirer to a more informed or sophisticated level of understanding.

Ultimately, an inquiry is identified as being value-bound in many ways. Five of the most relevant are presented by Lincoln and Guba (1985) in the form of the following corollaries.

Corollary 1: Inquiries are influenced by *inquirer* values as expressed in the choice of a problem, evaluand, or policy option, and in the framing, bounding, and focusing of that problem, evaluand, or policy option.

Corollary 2: Inquiry is influenced by the choice of the *paradigm* that guides the investigation into the problem.

Corollary 3: Inquiry is influenced by the choice of the *substantive theory* utilized to guide the collection and analysis of data and in the interpretation of findings.

Corollary 4: Inquiry is influenced by the values that inhere in the *context*.

Corollary 5: With respect to corollaries 1 through 4, inquiry is either *value-resonant* (reinforcing or congruent) or *value-dissonant* (confliction). Problem, evaluand, or policy option, paradigm, theory, *and* context must exhibit congruence (value-resonance) if the inquiry is to produce meaningful results (p. 38).

It is these corollaries that undulate throughout an inquiry. Whether it is the initial decision about what topic to explore and how to explore it or the inductive data analysis that influences the study through tacit interpretation of data, social science research generally, and qualitative research specifically are inextricably value-bound.

Like its precursors, the methodological question is informed by the previous questions reviewed in this section. This component of a paradigm is built around the purpose of recognizing “how... we know the world, or gain knowledge of it” (Denzin & Lincoln, 2003, p. 33). The answer to this question attempts to identify the process by which an investigator seeks, collects, and finds out what is knowable. This process is framed by a researcher’s ontological, epistemological, and axiological assumptions; this frame is practically applied by using methodologically supported methods. The previous descriptions of my perspectives of reality, knowledge, and values coalesce to influence the actual implementation of this inquiry. These implications are further explored and addressed in the section of this chapter entitled, **Methodological Procedures Guiding this Naturalistic Inquiry: An In-depth Review of this Research Process**. Practically, the data collection methods supported by the assumptions and views presented in this section encompass well established qualitative and quantitative methods.

‘Researcher as a Key’: Unlocking the Door of the Naturalistic Paradigm of Inquiry

It is within this presentation of my worldview that the paradigm of inquiry guiding this study emerges. From the ontological, epistemological, axiological, and methodological perspectives addressed thus far, my key as a researcher has been cut. The door, or paradigm of inquiry, that my key seems to most align is Naturalistic Inquiry (Lincoln & Guba, 1985), constructivism (Guba & Lincoln, 2001), the interpretative approach (Davidson & Tolich, 2003), and the phenomenological approach (Bogdan & Biklen, 1998). While I recognize the axioms and the methods guiding these paradigms of inquiry differ from one another, it is the axioms and methods presented in Naturalistic Inquiry (1985) that most align with my worldview and the phenomena under investigation, which serves as the door most suitable for facilitating this study. The Research Questions guiding this study were most effectively answered by beginning the study with an exploratory viewpoint and then shifted into a more descriptive viewpoint in trying to understand how students’ experiences in two service-learning approaches can influence their engagement. This inquiry, the nature of the questions guiding it, and my worldview aligned with the axioms and characteristics of “logical dependence” (p. 39-46) of Naturalistic Inquiry (Lincoln & Guba, 1985).

Not only do the axioms of Naturalistic Inquiry align with my worldview, but they also seem to align with the axioms of the philosophy of experiential education, theory of experiential learning, and the pedagogy of service-learning. The axioms guiding Naturalistic Inquiry are as follows:

1. **The nature of reality** – *There are multiple constructed realities that can be studied only holistically; inquiry into these multiple realities will inevitably diverge (each inquiry raises more questions than it answers) so that prediction and control are unlikely outcomes although some level of understanding (verstehen) can be achieved.*
2. **The relationship of knower to the known** – *The inquirer and the “object” of inquiry interact to influence one another; known and known are inseparable.*
3. **The possibility of generalization** – *The aim of the inquiry is to develop an idiographic body of knowledge in the form of “working hypotheses” that describe the individual case.*
4. **The possibility of causal linkages** – *All entities are in a state of mutual simultaneous shaping so that it is impossible to distinguish causes from effects.*

5. **The role of values** – *Inquiry is value bound in at least five ways, captured in the corollaries that are listed previously (p. 67-68).*

These axioms underpin Naturalistic Inquiry and subsequently underpin this investigation.

These particular axioms and the implications they have for facilitating this inquiry are addressed in detail in the next section, which justifies the methodological and practical decisions made throughout this study in accordance with the axioms underpinning Naturalistic Inquiry.

B. Methodological Procedure of a Naturalistic Inquiry

Methodological Procedure Guiding this Naturalistic Inquiry: An In-depth Review of this Research Process

As Naturalistic Inquiry was the paradigm of inquiry used in this study, the decisions made throughout the research process were informed and guided by this paradigm and the Research Questions. It was the Research Questions and my worldview that aligned with this particular paradigm of inquiry. Again, the Research Questions guiding this study are as follows:

- *RQ1. What do students from differing engagement backgrounds (according to the AUSSE) experience in two university classes that use service-learning?*
- *RQ2. How do these students' experiences relate to an established model of service-learning (Clayton et al., 2005) and the outcomes typically attributed to it?*
- *RQ3. How does the use of service-learning in the two university classes appear to influence student engagement?*
- *RQ4. How can these students' experiences inform and potentially influence teaching and learning at the university under investigation and other universities?*

This Naturalistic Inquiry investigated the use of two different approaches to service-learning pedagogy (Approach I and Approach II service-learning) in two classrooms at a

university in New Zealand. Much like the seven principles offered by Chickering and Gamson (1985) addressed in Chapter 2, the focus of this investigation is on the “how” to teach, not necessarily the “what” to teach. Therefore, direct reference to the course codes and disciplines is not needed in order to more clearly highlight how a service-learning environment may influence the students’ experiences and allow for the focus to be on the approaches to service-learning and not the discipline where it was used.

Approach I service-learning was implemented in a fifteen point (.125 Enrolled Full-Time Student (EFTS); three credit hour equivalent in the US system) mid-level (200 level) Management course offered out of the College of Business and was designed to enhance the lecture component of the course. The students (n = 24) who participated in Approach I service-learning spent two hours per week in traditional classroom lectures and a minimum of 20 hours throughout the semester working outside of class with local not-for-profit community organizations on their assigned consulting projects. The documented 20 hours throughout the semester are based on observations of and interviews with students during the 8 weeks of class where the students were not on term break, but had been assigned their group consulting projects. The students spent a minimum of 20 hours outside of class working on their service-learning project and 24 hours in their lecture component throughout the semester (2 hours multiplied by 12 class periods). I note that the 20 hours spent on the students’ service-learning projects was a minimum. Some groups spent more than 20 hours, but all groups spent at least 20 hours. This equals an average time investment of roughly 44 hours (plus outside of class study time).

Approach II service-learning was implemented in a thirty point (.25 EFTS; six credit hours equivalent in US system) upper-level (300 level) Geography course out of the College of Science and served as the core method of teaching. The students did not have weekly class periods scheduled and instead each group was assigned a tutor who was well versed in the

research methodologies and methods needed to conduct the groups' investigations. The students ($n = 41$) who participated in Approach II service-learning spent roughly 25 hours at a two day Class Workshop Weekend where they learned about their projects and how to conduct research, roughly 35 hours preparing their presentation, roughly 35 hours writing their group final report and on average 4-5 hours per week on self-study and designing, preparing for, and conducting their research. The documented hours added up to be roughly 130 hours throughout the semester and are based on observations of and interviews with students during the nine weeks of class where the students were not on term break, but had been assigned their group community projects. Interestingly, the Approach II service-learning course seemed to be times three the time investment as the Approach I. This is interesting considering the Approach II course was a 30 point (.25 EFTS) class and the Approach I course was a 15 point (.125 EFTS) class.

This study describes the experiences of 18 students in those two different approaches to service-learning (9 from each approach), compares and contrasts those experiences with an established model of service-learning (Clayton et al., 2005), and illuminates the complex, but influential relationship between service-learning and student engagement. The course lecturers also served as sources of data within regard to how the courses were created, the purposes of their designs, and perspectives on service-learning's value as pedagogy.

The following axioms of Naturalistic Inquiry align with the best method of collecting data on these two approaches to service-learning. Meaning, multiple constructed realities, an interactive knower and known, time and context bound theories, mutual simultaneous shaping, and value bound inquiry, all of which have "enormous implications for the *doing* of research" (Lincoln & Guba, 1985, p. 38). In this, the following characteristics indicative of a Naturalistic Inquiry address the study in this order:

- 1. Natural Setting (Research Site)**
- 2. Research Participants: Identifying A Purposive Sample**

3. **Human as Instrument**
4. **Obtaining Quantitative Data: Australasian Survey of Student Engagement**
5. **Obtaining Naturalistic Data (Qualitative Data)**
6. **Processing Naturalistically Obtained Data**
7. **Reporting the Naturalistically Obtained Data: Answering the Research Questions and Emergent Elements**
8. **Trustworthiness**

Natural Setting (Research Site)

The natural setting of the topic of study is critical to a Naturalistic Inquiry because it meets the qualitative researcher's concern with context. It is assumed that data and the subsequent findings from data obtained in context are better understood, more informed, and can lead to more sophisticated reconstructions of phenomena. Qualitative researchers, generally, and naturalistic inquirers, specifically, recognize that the experiences and behaviors of research participants are significantly influenced by their environments. Furthermore, the natural setting is relevant to the axioms underpinning this paradigm of inquiry. Fundamentally,

naturalistic ontology suggests that realities are wholes and cannot be understood in isolation from their contexts... research interaction should take place with the entity-in-context for fullest understanding... context is crucial in deciding whether or not a finding may have meaning in some other context... belief in complex mutual shaping rather than linear causation... [therefore] must be studied in its full-scale influence (force) field... and contextual value structures are at least partly determinative of what will be found (Ibid, p. 39).

Access to study these classrooms in their natural setting was granted in the winter of 2008 by Dr. Paul for the Approach I service-learning course and Dr.'s David and Trevor for the Approach II service-learning course. Dr.'s Paul, David, and Trevor were the coordinators of the courses which served as research sites for this investigation. The Human Ethics Committee Application for Review and Approval and the Informed Consent Agreement Forms were approved by the University of Canterbury Human Ethics Committee for a study

period of July 2009 through December 2009 and were assigned the approval reference number of #HEC2008/147 (Appendix A).

To research the two classes using two different approaches to service-learning in their natural settings, required me to observe the students during class sessions and group meetings. When possible, the interviews with participants took place on the university campus and by doing so maintained the context of the participant's natural setting. In order to do this and build rapport, I took two different roles. In the Approach I service-learning setting (200 level), I was the facilitator of the service-learning group projects. As the facilitator, I worked with local not-for-profit organizations in designing topics for the students and tutored the students throughout the semester as they worked in groups on their selected consulting projects. This role gave me unique, insider status with the students and the opportunity to observe their work both in and out of the classroom. In the Approach II service-learning setting (300 level), I was enrolled in the class as a student. Consequently, I was required to complete all of the same assignments as other students and participate as a member of a research group. Supporting the justification of this scenario is the belief that "observation is a powerful tool" (Ibid, p. 274). As observations can be classified many ways, it is important to relate the angle my role as facilitator and student took throughout the investigation. As a researcher, with my respective roles of facilitator and student, I took on the responsibility of participant-observer. In this role I was not only observer, but I was a "legitimate and committed member of the group" (Ibid, p. 274). These two roles created an interesting relationship based on the perception of power. This process is addressed in greater detail in the section entitled, **Human as Instrument**.

Research Participants: Identifying a Purposive Sample

The two research sites of this study were chosen because both courses were utilizing a form of service-learning pedagogy. As this has been identified as a rare occurrence in a New Zealand context, these courses were necessary sites for conducting this research. These sites were justified further by the coordinators' recognition that they were using service-learning in both courses and this provided the environment for studying service-learning in a natural setting and access for doing so as a participant-observer. The students in both courses were second or third year students and subsequently had other university level classroom experiences to compare and contrast their service-learning environment. It was these elements that indicated the two courses as prime sites for conducting this research.

The initial sample utilized for quantitative data collection was based on all consenting students enrolled in either of the two courses who were participating in one of the two approaches to service-learning (total population participating in Approach I service-learning was $n = 24$ and Approach II service-learning was $n = 41$). From these two groups, I purposively selected the sample for collecting qualitative data. The purposive samples were: Approach I service-learning – 9 students and 1 instructor; Approach II service-learning – 9 students and 2 instructors.

Due to the difficulty of interviewing, observing, and collecting artifacts from 65 different students in the two courses' populations, a type of purposive sampling known as "maximum variation sampling" (Patton, 1980) was used. This type of purposive sampling can "increase confidence in common patterns that cut across different programs [students]: document unique program [student] variation that have emerged in adapting to different conditions" (Patton, 1980, p. 105). Furthermore, according to Lincoln and Guba (1985), "purposive or theoretical sampling... increases the scope or range of data exposed as well as the likelihood that the full array of multiple realities will be uncovered" (p. 40). Specifically,

maximum variation sampling provided a purposive sample that represented a varied spectrum of students from these two classes. Therefore, the potential outcomes of service-learning were able to be collected from a variety of students according to their levels of engagement at the beginning of the classes. Of particular interest was to see how their initial level of engagement was related to their levels of engagement while involved in service-learning. This aspect of the investigation is articulated in Research Question One. The participants identified to represent the maximum variation sample ranged in preliminary engagement survey scores based on the Australasian Survey of Student Engagement (AUSSE), thus promoting a maximum variation in the purposive sample based on engagement levels. This was achieved by administering, coding, and analyzing the students' AUSSE results. The research site and process provided me the basis for a varied, purposive sample and a source for collecting data that was effective in answering the identified Research Questions of this study.

The participants were purposively identified from within the research site by preliminary data from the AUSSE in order to meet the requirements of maximum variation sampling. The AUSSE data also provided quantitative data representing the pre-service-learning scores of students on each of the six benchmarks of engagement and therefore signified the starting point for future increases or decreases potentially attributable to the service-learning experiences as a sort of dependant variable. It should be noted that students identified in each of the two approaches to service-learning represent members from five of the five different community project groups within Approach I and five of the eight community project groups within Approach II. Furthermore, all students from the purposive sample agreed to participate in the study except for two. Replacements for them in the same categories were found and agreed to participate. See Appendix A for informed consent forms.

In addition to the 9 students and instructors from each class providing qualitative data, fifty-two students participated in the preliminary AUSSE survey (Approach I, $n = 22$; Approach II, $n = 30$). Their benchmark scores were used to divide the participants into three different categories of engagement (low, moderate, and high) prior to these courses by comparing individual scores to the mean scores of their classmates. This categorization process is more thoroughly described in the paragraphs that follow Tables 3.1 and 3.2.

Student Participant	Engagement Level Category	Academic Challenge	*Rank (AC)	Active Learning	*Rank (AL)	Student Staff Interaction	*Rank (SSI)	Enriching Educational Environment	*Rank (EEE)	Supportive Learning Environment	*Rank (SLE)	Work Integrated Learning	*Rank (WIL)	Total Score	*Average Rank TOTAL
Mary	LOW	21	(22)	19	(20)	10	(21)	31	(22)	28	(22)	33	(20)	24	(21)
Kara	LOW	31	(13)	5	(22)	13	(17)	60	(7)	44	(12)	27	(22)	30	(16)
Eric	LOW	36	(16)	19	(18)	26	(10)	32	(21)	47	(11)	44	(16)	34	(15)
Julie	MOD	33	(14)	24	(16)	28	(8)	62	(6)	67	(4)	35	(18)	42	(11)
Sage	MOD	42	(10)	33	(10)	22	(12)	47	(16)	56	(8)	52	(12)	42	(11)
Derek	MOD	41	(11)	48	(4)	15	(15)	35	(19)	58	(7)	56	(10)	42	(11)
Kamden	HIGH	49	(4)	32	(11)	63	(1)	67	(4)	61	(5)	60	(6)	55	(5)
Walter	HIGH	52	(3)	57	(3)	35	(6)	74	(2)	42	(13)	77	(2)	56	(5)
Mitch	HIGH	49	(5)	67	(1)	39	(5)	87	(1)	69	(2)	67	(5)	63	(3)
*All rankings are out of 22 students. One (1) represents the highest ranking, twenty-two (22) represents the lowest ranking.															

Table 3.1. Approach I Service-Learning Engagement Level Categories and Corresponding Rankings.

Student Participant	Engagement Level Category	Academic Challenge	*Rank (AC)	Active Learning	*Rank (AL)	Student Staff Interaction	*Rank (SSI)	Enriching Educational Environment	*Rank (EEE)	Supportive Learning Environment	*Rank (SLE)	Work Integrated Learning	*Rank (WIL)	Total Score	*Average Rank TOTAL
Megan	LOW	49	(12)	19	(27)	17	(23)	36	(23)	50	(9)	8	(30)	30	(23)
Jon	LOW	34	(27)	19	(30)	15	(25)	33	(25)	58	(11)	21	(26)	30	(24)
Heather	LOW	30	(30)	24	(26)	25	(17)	24	(29)	53	(18)	27	(21)	31	(24)
Tabitha	MOD	55	(10)	33	(15)	11	(20)	63	(4)	39	(26)	27	(23)	38	(18)
Amy	MOD	37	(19)	24	(23)	26	(16)	59	(7)	64	(5)	31	(19)	40	(20)
Mark	MOD	62	(3)	48	(6)	33	(13)	23	(30)	36	(28)	50	(11)	42	(20)
Renee	HIGH	54	(11)	48	(7)	40	(9)	52	(10)	50	(19)	75	(1)	53	(9)
Sara	HIGH	65	(1)	57	(1)	42	(7)	64	(3)	56	(12)	52	(8)	56	(5)
Leo	HIGH	58	(6)	43	(9)	79	(1)	71	(1)	72	(4)	67	(2)	65	(4)
*All rankings are out of 30 students. One (1) represents the highest ranking, thirty (30) represents the lowest ranking.															

Table 3.2. Approach II Service-Learning Engagement Level Categories and Corresponding Rankings.

Approach I service-learning participants. Table 3.1, provides the quantitative justification for categorizing the 9 participants from Approach I service-learning. It is clear to see that Mary – 24, Kara – 30, and Eric – 34 all out of 100, had the lowest combined benchmark scores and also the lowest overall ranking of the Approach I service-learning sample. When these three students' benchmark scores are compared with the students in the moderately and highly engaged categories, it is obvious that their levels of engagement are different from others. While there are examples of benchmarks where the lowly engaged students may have reported a score comparable to a moderately engaged student (e.g., Kara on the benchmark Educationally Enriching Environment was ranked 7 out of 22 and Eric with Student Staff Interaction was ranked 10 out of 22), these three students consistently had the lowest engagement scores. When ranked, the three low engaged students were as follows: Mary – 21 of 22; Kara – 16 of 22; Eric – 15 of 22. This range of rankings (21-15 of 22) denotes these three students as being in the bottom third of the class in engagement.

Furthermore, based on the mean of each benchmark score, these three students consistently scored below the class mean on all six of the AUSSE benchmarks. Their experiences are discussed and explained in order to gain a better understanding of how service-learning can potentially influence engagement for low engaged students. Observation, interviews, artifacts, and a follow-up survey attempting to specifically measure class engagement provided a voice to the students thus allowing for a brighter illumination of their experiences.

Using the same process, the moderately engaged students were identified from the Approach I service-learning sample. Julie, Sage, and Derek, all scored the same mean score, 42 out of 100, on their combined benchmarks. Their mean benchmark score was further supported by their mean class ranking. Their average ranking (Julie – 11 of 22, Sage – 11 of 22 and Derek – 11 of 22) supports the middle-range of their score. One important aspect to

note is the spectrum of scores and rankings represented by the students categorized as being moderately engaged.

For example, on the benchmark, Supportive Learning Environment, Sage's score was ranked 4 of 22, which is quite high; while on the Work Integrated Learning benchmark, Sage's score was ranked 18 of 22, which is quite low. Another example is found in Julie's rankings. Julie was ranked 4 of 22 on Active Learning, again quite high; while on Enriching Educational Environment she was ranked 19 of 22, which is quite low. These examples demonstrate the precarious nature of measuring engagement at an individual level with any instrument. It also demonstrates how a student can be highly engaged on one benchmark, while lowly engaged on another. A deeper, qualitative inquiry into the individual student's experiences within a service-learning course provided an opportunity to gauge the influence of one aspect, service-learning, on their engagement.

From the Approach I service-learning sample, the highly engaged students reported scores that were indicative of being highly engaged. Kam, Walter, and Mitch not only reported the highest combined benchmark scores of 63, 56, and 55 (out of 100), respectively, they also reported the highest rankings when compared to their peers. Kam had an average ranking of 3 of 22 and Walter and Mitch both had an average ranking of 5 of 22. The rankings (3, 5, and 5) mark these three students as being in the top third of the class for engagement. While these three students had the best average scores and rankings when compared to their peers from the same class, it is important to note that Walter and Mitch both had one benchmark that was more indicative of a moderate level of engagement. Walter, on the Supportive Learning Environment benchmark was ranked 13 while Mitch, had a ranking of 11 on the benchmark measuring Active Learning. All benchmarks considered, these three students were identified as being the most highly engaged and thus served as participants in this category.

Approach II service-learning participants. From Table 3.2, the distinct position of each of the participants in Approach II service-learning based on their scores and respective engagement level categories is clear. The students who scored the lowest overall scores, Megan – 30, Jon – 30 and Heather – 31, also had the lowest average rankings on each benchmark when compared to the other students in the course. While it is obvious that some of the students in the low engagement category had rankings that were more moderate (e.g., Megan’s ranking on Academic Challenge was 12 out of 30; Jon’s ranking on Supportive Learning Environment was 11 out of 30), on average these three students’ average rankings were quite low. In fact, they were consistently the lowest rankings of all 30 students in the sample. The average ranking of Megan, Jon, and Heather out of 30 students was 23, 24, and 24, respectively. Furthermore, based on the mean of each benchmark score, these three students consistently scored below the class mean on all six of the AUSSE benchmarks. Ultimately, these three students were categorized as being lower engaged than the other students in the sample. Observation, interviews, artifacts, and a follow-up survey attempting to specifically measure class engagement provided a voice to the students thus allowing for a brighter illumination of their experiences.

The moderately engaged category was identified in a similar manner with the overall scores of Tabitha – 38, Amy – 40, and Mark – 42, serving as the initial indicators for their selection. This was supported by their rankings amongst their fellow classmates with Tabitha at 18, Amy at 20, and Mark at 20 (out of 30). Their rankings and scores represent participants who, when compared to their fellow classmates in this course, are moderately engaged. In addition, Tabitha and Amy scored lower than, but close to the class mean (within ten points) on four of the six benchmarks and Mark scored above the mean of the sample on four of the six benchmarks.

The students categorized as highly engaged in the Approach II service-learning sample were quite high in comparison to their fellow classmates with overall scores of Leo – 65, Sara – 56 and Renee – 53. When compared directly to the students from the lower engaged category, the scores of the highly engaged students were nearly twice as high. In addition to a high overall score, these three students also had quite high rankings of Leo at 4, Sara at 5, and Renee at 9 (out of 30) when compared to the rest of the class.

Human as Instrument

As identified previously in this chapter about my perspective on the subjectivity of research processes, the collection of data as a component of the research process is also subjective. This is noted again with the following excerpt:

I must reiterate that this is my interpretation of a subjective process. Meaning, the door that a ‘researcher as a key’ opens is representative of a human constructed paradigm and subsequently is subject to human error, bias, and misinterpretation (p. 62).

Similar to the construction of, and alignment with a paradigm of inquiry, research on human beings by human beings is a subjective process. This is somewhat mitigated by sustained involvement in the field, member checks, and audit trails, which help to address trustworthiness.

In Naturalistic Inquiry, the researcher identifies subjectivity within the paradigm’s axioms and takes on a role that allows for interaction with the research environment. This interaction and emergent design allows the researcher to amend their research questions and to shift the study in the direction the data is suggesting. Considering this study is exploratory as one of the first of its kind investigating service-learning in New Zealand tertiary education, it was imperative to leave room for it to emerge and develop as data was obtained, processed, and analyzed.

Because a Naturalistic Inquiry is more nimble and flexible it is likely to lead to a greater level of understanding of a whole environment. The human as instrument characteristic of a Naturalistic Inquiry is addressed by Lincoln and Guba (1985) in the following passage:

N [naturalist] elects him – or herself as well as other humans as the primary data-gathering instruments (as opposed to paper-and-pencil or brass instruments) because it would be virtually impossible to devise a priori a nonhuman instrument with sufficient adaptability to encompass and adjust to the variety of realities that will be encountered... because the intrusion of instruments intervenes in the mutual shaping of other elements and that shaping can be appreciated and evaluated only by a human; and because all instruments are value-based and interact with local values but only the human is in a position to identify and take into account (to some extent) those resulting biases (p. 39-40).

Although, Lincoln and Guba (1985) do specifically note the methodology of Naturalistic Inquiry is not necessarily anti-quantitative. They go on to recommend:

The reader [researcher] should particularly note the absence of an anti-quantitative stance, precisely because the naturalistic and conventional paradigms are so often – mistakenly – equated with the qualitative and quantitative paradigms respectively. Indeed, there are many opportunities for the naturalistic investigator to utilize quantitative data – probably more than are appreciated (p. 198-199).

While my access to and subsequent role in each class was different, the principle of “human as instrument” shaped this study and allowed me to observe, interact, and gain rapport with my participants from an “insider’s” point of view. After meeting and discussing my role as a researcher in Dr. Paul’s Approach I service-learning course, it was agreed that I would be a teaching assistant and service-learning tutor for his class. After meeting and discussing my role as a researcher in Dr.’s David and Trevor’s Approach II service-learning course, it was recommended that I enroll in their class as a student. In both courses my primary role as researcher was clearly addressed. On the first day in the Approach I service-learning course, I addressed the students in the class and told them who I was and what I was doing. I informed them I was a researcher who was also facilitating the Applied Consulting Group Projects (ACGP) that they were going to be working on throughout the semester. On

the first day in the Approach II service-learning course, Dr. 's David and Trevor introduced me to the class as a researcher, PhD student, and a fellow classmate for the semester. It was clear from the start in both courses what my primary and secondary roles were. In each of these roles, I could observe the students in their natural setting while maintaining my responsibilities as "human as instrument".

As a participant-observer in Approach I service-learning with the responsibilities of a teaching assistant and service-learning tutor, I was able to naturally attend the meetings of all five project groups. In my attendance in the groups' meetings, I observed the students' interactions in their natural setting, gained rapport with the students, and offered advice if they needed any. I also attended all 12 two hour lectures throughout the semester and made announcements in class about the service-learning projects, which all further developed my presence as a natural occurrence.

Throughout the semester, I felt my relationships develop with the students. As our relationships were initially framed as tutor/teacher to student, throughout the semester the relationships began to take on a mentor to mentee type of relationship. Examples of this development are deep and wide. For instance, one of the students from the Approach I service-learning course named Walter, confided in me about the transition he went through when he lost his father ten years earlier. At the end of the semester, he told me that I was like a big brother to him and he considered me one of his mentors. Since this study I have written him one recommendation letter for a scholarship, served as a job reference, and continue to meet with him on a regular basis. To demonstrate these relationships more clearly, 11 of the 24 students who participated in Approach I service-learning have asked me to serve as a job or scholarship reference for them. They informed me that they feel I know them better than many of their professors and were comfortable having me speak to their strengths. This level of involvement brought with it a high level of rapport, which allowed the students to be

themselves while I was conducting this research. Due to the time I invested and the relationships I created, I was able to get closer to a deeper level of understanding and approach a more informed and sophisticated reconstruction of their experiences.

As a participant-observer in Approach II service-learning with the responsibilities of a student, I was able to quickly establish rapport with my fellow classmates and sources of data. Because it was clearly articulated that I was a researcher in the beginning they seemed to be well aware of my role as researcher, but over the semester I became “just another student”. This was apparent in two specific instances. One occurred when Leo, one of my group members and fellow classmates, asked if I wanted to share a dinner. Over that dinner I learned that Leo had moved to New Zealand from Serbia when he was 10 years old, that he had an older brother, and that his family lived in Nelson. This formed the beginning of a longer friendship beyond the class. The other occurred with my group as whole. We would get together at least once a week at Sara’s house and she had a three year old son (at the time of this research study). When she introduced us to her roommates as her “group mates from one of her classes,” she did not separate me as researcher and not a student. Even though it has been over year since our group project ended, we recently met at the Project Weton Farmers Market for a mini-reunion. When we meet up for our mini-reunions or see each other on campus or in town, it is very much a friendship between students not a hierarchal relationship between a researcher and subject. Furthermore, during the semester I felt I was treated, introduced, and related to as a fellow student who was doing research on service-learning, not a researcher who was a student in the class.

These principles of “human as instrument”, a purposive sample in a natural setting, an emergent design, and data collection to the point of redundancy culminated in the “thick description” of students and instructors in two different approaches to service-learning in a New Zealand university. The application of these principles led to the specific data collection

methods detailed below. Furthermore, issues of researcher bias, while not all together eliminated, were alleviated to a degree by adhering to the trustworthiness criteria (p. 98-100) necessary of a Naturalistic Inquiry and by practical methods (p. 89-91).

Obtaining Quantitative Data

The AUSSE was used to identify the extent of student engagement fostered by service-learning and to assist in identifying a purposive sample for this study (see Appendix F). I used a replica of the AUSSE for the preliminary survey; this included items based on students' holistic university experiences. For the follow-up survey, the items were also based on the AUSSE, but were contextualized to the students' experiences in Approach I and II service-learning, as opposed to their holistic university experiences. The survey responses were self-reported by the students participating in both service-learning courses. Research has shown that validity of self-reports are determined by five conditions that must be present:

1. the information requested is known to the respondents;
2. the questions are phrased clearly and unambiguously;
3. the questions refer to recent activities;
4. the respondents think the questions merit a serious and thoughtful response;
5. answering the questions does not threaten, embarrass, or violate the privacy of the respondent or encourage the respondent to respond in socially desirable ways (Hu & Kuh, 2002, p. 557).

Each of these five conditions was met by the participants taking part in this study. Meeting each of the five conditions ensures that the self-reported data is valid to be considered.

The AUSSE was designed by the Australian Council for Educational Research (ACER) in order to measure the extent of student engagement and “to develop and support evidence-based conversations” on how to improve and increase the quantity and type of engaging efforts facilitated at the university level (ACER, 2008, p. iv). Although 2008 was only the second year for the AUSSE to be administered, it was designed using the previous

decade of student engagement and involvement research reviewed in Chapter 2. Furthermore, the AUSSE validation is credited to the National Survey of Student Engagement (NSSE). The validation process of the AUSSE consisted of focus groups, cognitive interviews, pilot testing and expert review. The AUSSE “builds on the extensive validation in the USA of the College Student Report, the instrument used in the NSSE (ACER, 2008, p. 3). The use of the NSSE as a starting point for the development of the AUSSE created a valid instrument that is empirically based on previous findings from decades of research on student engagement. Ultimately, the NSSE is highly validated and has been strongly established over a decade of research. Considering the AUSSE, built “on the extensive validation... of the instrument used in the NSSE”, is being used to measure student engagement in Australasian universities, it was appropriate to use it in this study.

On a broader scale, the participants’ scores on the AUSSE were compared to the research site university’s scores for first and final year students from the past two years. This provided an understanding of how students in these courses perceived their engagement relative to how their peers perceived their engagement in their courses. By using this course-within-campus comparison, a sufficient sample size was achieved ($n = 22$ from the Approach I service-learning course and $n = 30$ from the Approach II service-learning course versus over 800 from the 2008 UC AUSSE data). Additionally, analysis on these courses’ AUSSE scores was within a comparable context of the research site university’s AUSSE scores, and AUSSE/NSSE scores from other comparable universities in Australia, New Zealand, and the US.

The analysis of the data collected was facilitated by Excel. The data from the preliminary survey was entered into Excel and the descriptive statistics were calculated and analyzed. The data from the benchmark scores on the preliminary and follow-up surveys were analyzed individually using SPSS 14.0. After the initial analysis of the descriptive

statistics, a two-tailed independent t test was conducted in order to compare the preliminary and follow-up survey benchmark score means. The two-tailed independent t test provided insight into the preliminary and follow-up survey results and provided the means for analyzing the data and signifying a statistically significant (positive or negative) difference in the participant's preliminary and follow-up benchmark scores. Whether there is a statistically significant (positive or negative) difference or not, the quantitative method provided a complementary and robust insight through which to explore the qualitatively derived data.

The quantitative results were acquired from the preliminary AUSSE survey administered at the beginning of the semester (July, 2009) and the follow up version of the AUSSE, a class specific version, administered at the end of the semester (October, 2009). While general student engagement throughout a student's entire university life was sufficient for the preliminary survey, a more class focused version needed to be used to illuminate their service-learning experiences specifically. The data obtained from these two surveys serve as a beginning and end point for the interpretation of the students' experiences with service-learning. The first survey administered was focused on the extent of student engagement generated during their overall university experience; the second survey focused more specifically on the students' engagement in the service-learning. While the context of the survey changed from reflecting on the students' overall university experience to that of a specific course, there are important lessons to be learned from the students' responses and the notable movement between the students' scores.

Due to the limitations of the high (class based) and low (university based) resolution contexts in which the surveys were given, a direct comparison of engagement scores between the preliminarily administered AUSSE and the class specific version administered at the end of the semester is not intended to be statistically invulnerable. While these limitations are important to note, they do not take away from the importance of looking at the movement in

engagement scores. These data and analyses are presented in Chapter 5 and as an appendix (see Appendix B).

Obtaining Naturalistic Data

Naturalistically obtained data for this study were collected from two classes during the second semester of the 2009 academic year at a university in New Zealand. The semester went from early July 2009 to late November 2009 and consisted of over five months of prolonged engagement. While there were initial meetings between the instructors and community partners for developing the service-learning topics and projects as early as May 2009, the period for data collection on the student experience did not begin until early July 2009. Considering the topic of inquiry was student service-learning experiences, the five month study period was prolonged enough to ensure the level of redundancy required in a Naturalistic Inquiry. With regard to redundancy Lincoln and Guba (1985) state:

It seems likely that a naturalistic investigation could be continued indefinitely, since it will continually dredge up new questions and insights worth pursuing. Nevertheless, at some point – typically because time or resources have expired – the study is brought to a halt (p. 211).

Moreover, in one semester with two classes and a purposive sample, this study of students' experiences with service-learning and its influence on their engagement, is more in-depth than previous studies on this topic in a New Zealand context.

Prior to the semester's commencement in July 2009, I attended and observed five meetings; three meetings for Approach I service-learning and two meetings for Approach II service-learning. In two of these meetings, my role as participant-observer was further explored and in the other meetings, the service-learning projects were developed. Once the semester began, I entered the classes in my role as researcher-teacher and researcher-student. The data obtained for each approach are presented below.

Approach I service-learning data collection methods:

- One observation per week during in-class lecture (field notes)
- One observation every two weeks of each service-learning group meetings, outside scheduled class time (five groups; field notes)
- When possible, observation of implementation of service-learning group projects, outside scheduled class time (five groups; field notes)
- Transcripts from at least two 45-60 minute interviews (see Appendix E) with the nine students (three from low, three from moderate, three from high engagement categories) (*each participant received, signed, and returned the approved Informed Consent Agreement Forms*, see Appendix A; transcriptions and coding)
- Documents and artifacts generated by the students (e.g., final reflection papers, presentation to community groups, personal emails and correspondence, newsletters; coding)
- One focus group facilitated during the final class session (transcription and coding)

Approach II service-learning data collection methods:

- Observations from Class Workshop Weekend, in-class (eight groups; filed notes)
- One observation every four weeks of each service-learning group meetings, outside scheduled class time (eight groups; field notes)
- Observations from the community conference (eight groups; field notes)
- Transcripts from at least two 45-60 minute interviews (see Appendix E) with the nine students (three from low, three from moderate, three from high engagement categories) (*each participant received, signed, and returned the approved Informed Consent Agreement Forms*, see Appendix A; transcriptions and coding)
- Transcripts from one 45-60 minute interview (see Appendix E) with Dr. Trevor and Dr. David (*each participant received, signed, and returned the approved Informed Consent Agreement Forms*, see Appendix A; transcriptions and coding)
- Documents and artifacts generated by the students (e.g., individual critique papers, presentation to community groups, personal emails and correspondence; coding)
- One focus group facilitated during the final class session (transcription and coding)

A process for data collection and processing was implemented in order to address researcher bias and to support the credibility, confirmability, and dependability of research findings and implications. Through constant comparative analysis (Glaser, 1965) an emergent model for students' service-learning experiences began to take shape. During the final interview with research participants I provided a model that had been developed from the data collected during my time in the field. Students were given 10-15 minutes, 7 different colored pens, and the instructions to make sense of the emergent model in contrast and

comparison to their experience. I advised them to cross out elements that were irrelevant and to identify any logical order or importance each relevant element may have served in their service-learning experience. From these reworked and member checked models I was able to design and make clearer sense of these students' experiences and to a certain degree alleviate some of the bias I brought to the data analysis phase of this study.

Processing Naturalistically Obtained Data

The goal in processing and presenting data for interpretation is “to reconstruct the categories used to conceptualize experiences and world view” (Lincoln & Guba, 1985, p. 334). To reconstruct these categories used by participants, the interview transcripts, documents, and researcher observations were analyzed and unitized. In addition to presenting the relationship between data from participants' experiences and service-learning characteristics (Clayton et al., 2005), an explanation of each class and how those experiences relate to and influence student engagement provide enough “thick description” (Lincoln & Guba, 1985, p. 125) for judgment about the transferability of the service-learning approaches used in these classes. The implications and transferable components are addressed in Chapter 6.

The processing steps of the data collected in this study were implemented within context of inductive data analysis. Inductive data analysis is the process by which the researcher attempts to make sense of the collected data. Essentially, this process is “aimed at uncovering embedded information and making it explicit” (Ibid, p. 203). There are two fundamental components to this uncovering process. These components are typically referred to as unitizing and categorizing the data. The process for this research study is referred to as unitizing and categorizing, but these processes are discussed as they occurred in three phases.

Those phases are referred to as micro-level analysis, mid-level analysis, and meta-level analysis.

Micro-level analysis took many different angles according to the data sources, but all shared the same aim. That aim was to illuminate the students' experiences within service-learning courses and to explore its influence on student engagement. At the micro-level of analysis, a systematic unitization process was adopted for all data sources. This unitizing process represented the process of coding. In Lincoln and Guba (1985, p. 203), Holsti (1969) is cited defining the process of coding as "raw data are systemically transformed and aggregated into units which permit precise description of relevant content characteristics". Lincoln and Guba (1985) developed this idea of processing data further and identified that a unit should have two characteristics. "First it should be heuristic, that is, aimed at some understanding or some action that the inquirer needs to have or take. Unless it is heuristic it is useless, however intrinsically interesting. Second, it must be the smallest piece of information about something that can stand by itself" (p. 345). These units can take the form of a few words, sentences, or paragraphs from interview transcripts, artifacts, field notes, among other data sources. Much of this unitized data is presented in Chapters 4 and 5 in order to present a "thick description" of the students' experiences.

Examples of the micro-level coding or process of unitization are presented in Figures 3.1 and 3.2. Figure 3.1 serves as an example of the micro-level coding process that was used with the participants' interview transcripts. Each interview was systematically processed in a similar way by coding the transcript line by line. This is where the text of the transcripts is tabbed over in order to give a wider margin for making notes, unitizing data, and making the first steps towards uncovering embedded information. This systematic processing of data illustrated in the following excerpt from my field notes.

As I began the coding process, I decided to use different colored highlighters to visually illuminate the words from the students' interviews. Initially there were

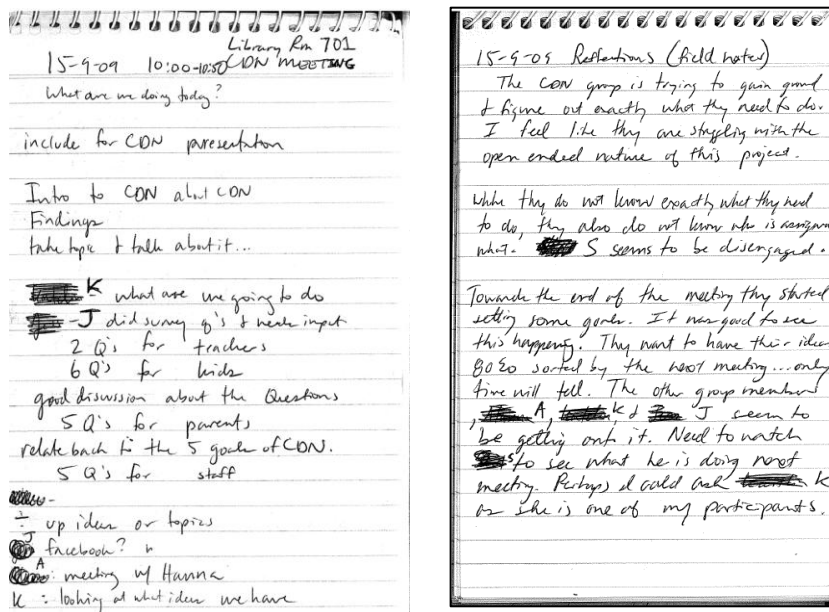


Figure 3.2. Micro-Level Analysis of Field Notes and Reflections: Unitizing and Analyzing Data.

Mid-level analysis served the purpose of categorizing the unitized data. Lincoln and Guba (1985) describe the purposes in this phase of processing the data as “bring[ing] together into provisional categories those cards [units of data] that apparently relate to the same content; to devise rules that describe category properties and that can, ultimately, be used to justify the inclusion of each card [unit of data] that remains assigned to the category as well as to provide a basis for later tests of replicability; and to render the category set internally consistent” (p. 347). The synthesizing of unitized data led to emergent categories or themes, which need to be reasonable according to the judgment of an external auditor. This process is addressed more thoroughly in the section on **Trustworthiness**.

Much like the systematic process used to extrapolate unitized data in the micro-level analysis phase, the mid-level categorizing phase subscribed to a similar process. Each participant from their corresponding course and engagement category was combined. For example, the three students who represented the high engagement category from the Approach I service-learning course (Mitch, Kam, and Walter) were combined into one spreadsheet in Excel. To alleviate a certain degree of researcher bias, specific names were

in Chapters 4 and 5 leading to the conclusions and implications presented in Chapter 6, meta-analysis was continual.



Figure 3.4. Meta-Analysis: Emergent Themes, Data Presentation, and an Emergent Model.

Reporting the Naturalistically Obtained Data: Answering the Research Questions and Presenting the Emergent Elements and Themes

Naturalistic Inquiry calls for the vehicle of case report as the means for presenting analyzed data. The purposes in using case report as the vehicle for presentation is based on Naturalistic Inquiry's aim of demonstrating a "thick description, axiomatic representation, and vicarious reader experience" (Ibid, p. 215). "Thick description" is another way of recognizing the value in portraying the situation a researcher is investigating. Axiomatic representation refers to the aim of communicating the multiple realities, which may be encountered during an investigation. Vicarious reader experience serves as a means for

creating an environment that the reader may find familiar. These purposes and the case reporting vehicle are particularly suited for qualitative investigations as identified by Lincoln and Guba (1985) in the following six points:

- 1.) *The case study is the primary vehicle for emic inquiry.*
- 2.) *The case study builds on the reader's tacit knowledge.*
- 3.) *The case study is an effective vehicle for demonstrating the interplay between inquiry and respondents.*
- 4.) *The case study provides the reader an opportunity to probe for internal consistency.*
- 5.) *The case study provides the "thick description" so necessary for judgments of transferability.*
- 6.) *The case study provides a grounded assessment of context (p. 359-360).*

The presentation of analyzed data in Chapters 4 and 5 of this study provides the reader with sufficient "thick description" so that she or he will fully understand and consider the conclusions reached in Chapter 6.

Again, the cases under investigation in this study are two classrooms at a New Zealand university. In each classroom a distinct approach to service-learning is being used. Chapter 4 frames each classroom with detailed descriptions of Approach I and Approach II service-learning environments. In this the reader is exposed to data obtained from course coordinators, artifacts in the form of course syllabi, and observations of how the classes are designed. Chapter 5 focuses on addressing Research Questions (1-3) with obtained and analyzed data. In this, detailed descriptions of the Approach I and II service-learning student experiences are illuminated. Chapter 6 combines the experiences and corresponding emergent themes of both cases and presents two emergent models of Approach I and II service-learning in a New Zealand context. The first model demonstrates statically the emergent themes and their interactions by processed data. The second model illustrates more dynamically the tapestry that is woven through the emergent themes of this study, service-learning, student engagement, and the student experience. Then these models, on the foundation of data presented in Chapters 4 and 5, serve as sources for determining the emergent theories, conclusions, and implications of this research study.

Trustworthiness: Strategies for Addressing Credibility, Transferability, Dependability, and Confirmability

Lincoln and Guba (1985) propose “the ultimate purpose of any report is to improve the reader’s level of understanding of whatever the report deals with, whether some research finding, evaluative judgment, or policy formulation” (p. 358). Now then, the improving of a reader’s level of understanding must be based on data that is obtained, processed, analyzed, and presented with some discretion of trustworthiness. Meaning, what steps or accountability criteria have been subscribed to in order to appease a readers’ questions and concerns when it comes to the research process? Naturalistic Inquiry identifies steps, which are framed by credibility, transferability, dependability, and confirmability, that can be taken in order to address concerns with findings or implications raised by a research process facilitated naturalistically. This frame, made up of the four previous criteria, has been operationalized. This is demonstrated here.

- 1.) **Credibility** – *Activities increasing the probability that credible findings will be produced [those activities are]: prolonged engagement, persistent observation, and triangulation... peer debriefing... member checking* (Ibid, 301).

Prolonged engagement – presence in the research site for the full semester of study, from the first day of class, until the final (5 months).

Persistent observation – observations throughout the prolonged engagement garnered depth in understanding. As a tutor in Approach I service-learning I was able to interact and observe all five groups in and out of class. As a student in Approach II service-learning I was able to interact and observe my group on a daily basis and the other groups on a tri-weekly basis.

Triangulation – with the use of different methods of data collection (surveys, interviews, focus groups, observation, and artifacts) sources (three instructors and eighteen students from various engagement backgrounds), and previous relevant literature, the technique of triangulation was met.

Peer debriefing – conducted with Jeni Moir, who has worked in tertiary education (South Africa and New Zealand) since 1992 and has been highly involved with student engagement, service-learning, and the student experience throughout her time in the university environment. She has been instrumental in developing an environment of student engagement at the university under investigation. Jeni has knowledge of the concept of service-learning and had no vested interest in the outcome of this research.

Member checking – each participant was given the opportunity to provide feedback on all interview transcriptions. During the final interview each participant had the opportunity to provide feedback on a preliminary version of an emergent model that was developing from the data being used to answer the Research Questions. Also, two students and one instructor reviewed the data presentation/analysis chapters (Chapters 4 and 5) for credibility purpose.

During the final interview with research participants I provided a model that had been developed from the data collected during my time in the field. Students were given 10-15 minutes, 7 different colored pens, and the instructions to make sense of the emergent model in contrast and comparison to their experience. I advised them to cross out elements that were irrelevant and to identify any logical order or importance each relevant element may have served in their service-learning experience. From these reworked and member checked models I was able to design and make clearer sense of these students' experiences and to a certain degree alleviate some of the bias I brought to the data analysis phase of this study.

All of these techniques are facilitated in the name of credibility. If executed properly, the implications and findings of a research study can become more credible and withstand reader scrutiny.

- 2.) **Transferability** – *The naturalist cannot specify the external validity of an inquiry [due to time and context]; he or she can provide only the thick description necessary to enable someone interested in making a transfer to reach a conclusion about whether transfer can be contemplated as a possibility* (Ibid, 316).

“Thick description” – by initially framing each case (Approach I and II service-learning) in Chapter 4 and subsequently presenting data obtained from participants as answers to the Research Questions in Chapter 5, it is believed a “thick description” has been presented. **Emergent themes** – the emergent themes are directly and clearly presented in Chapter 6. These themes discovered in the service-learning environment, presented in the emergent models, and further developed as theories serve as the “take-away” for possible transferability. Chapter 6 continues by demonstrating the conclusions and implications of emergent themes.

- 3.) **Dependability** – Of four arguments, three are relevant to this study's dependability.
- Argument 1.** *Since there can be no validity without reliability (and thus no credibility without dependability), a demonstration of the former is sufficient to establish the latter. If it is possible using the techniques outlined in relation to creditability to show that a study has that quality, it ought not to be necessary to demonstrate dependability separately.*
- Argument 2.** *Overlap methods represent the kind of triangulation... reviewed in credibility. Triangulation is typically undertaken to establish validity... demonstration of [validity or credibility] is equivalent to demonstration of [reliability or dependability].*
- Argument 3.** *The inquiry auditor... is expected to examine the process of the inquiry, and in determining its acceptability the auditor attests to the dependability of the inquiry* (Ibid, 316-318). See External Auditor/Peer Debriefing to support this argument (p. 98).

Credibility – see credibility addressed previously (p. 98).

Triangulation – see triangulation addressed previously (p. 98).

Inquiry auditor – see peer debriefing by Jeni Moir discussed previously and audit trail discussed in the following criteria, confirmability (p. 98).

- 4.) **Confirmability** – *The major technique for establishing confirmability is the confirmability audit. Two other techniques (triangulation and the keeping of a reflexive journal) suggested by Guba (1981) for confirmability will be seen to dovetail with the audit process. (Ibid, p. 318-319).*

Audit trail – all field notes, interview transcriptions, artifacts, surveys, reflexive journal, and analysis of the aforementioned data sources have been kept safe and are available for examination.

These criteria are designed and operationalized in order to demonstrate an increased probability of credibility, dependability, and confirmability of an inquirer's research process. If the reader regards the data presented and analyzed as credible, dependable, and confirmed, then the transferability of implications and findings may be considered. It is this, the improving of a reader's understanding of the research topic, which may influence their decision to apply those findings to their environments.

Concluding Methodology and Methodological Procedures

This chapter provided insight into the process and method by which this investigation was facilitated. Serving the purpose of establishing and supporting the paradigm of inquiry guiding this study (Naturalistic Inquiry), this chapter has also given a detailed description of the decisions that were made in order to practically implement this research study. I sought to clearly establish my worldview, the value in having a natural setting where this inquiry was facilitated, support the purposive sampling process for selecting participants, present the instruments used to obtain data (human and paper-based), demonstrate the data processing, data analysis, and data presentation processes, and provide a distinct, easy to follow structure for addressing trustworthiness issues. Without fully understanding the methodological assumptions I carry as a researcher, the methods used to obtain, process, analyze, and synthesize data would be hard, if not impossible to trust. Without trust in the research process and methods, the credibility and dependability comes into question and the transferability and confirmability of findings becomes nonexistent.

CHAPTER 4

Detailed Descriptions of Approach I and Approach II Service-Learning Environments

Introduction: Framing Two Approaches to Service-Learning

This section describes the two courses that served as research sites for this study. The natural setting is more clearly described, but this chapter is the first of the data presentation chapters. A descriptive overview of both courses provides the stage for the learning environments experienced by the students in Approach I and Approach II service-learning. Subsequently, this serves as a frame leading to a better understanding of the influence service-learning had on these students and the lessons learned from their experiences. A brief history of the courses' designs acknowledges how and why these approaches to service-learning came about and site details and course specifics provide further illustration of the contexts of this study. Furthermore, a description of the cast of characters and their roles is offered to complete the background. While these two approaches to service-learning are different in both description and implementation, the students' voices and experiences in each approach serve as comparable data sources for determining both a specific and general understanding of service-learning in a New Zealand tertiary context. These two frames, while different in sizes, shapes and styles, provide the descriptive overview needed to better comprehend the overall lessons gleaned from these students' service-learning experiences in both courses.

Approach I Service-Learning: A Brief History of Design

Approach I service-learning was used in a Management course offered within the College of Business. Direct reference to the college and department of this course is withheld

because the purpose of this study is to illuminate the student experience with service-learning, not to discuss the discipline of its occurrence. While the discipline is an important aspect of students' learning experiences (see Itin's Diamond Model of the Philosophy of Experiential Education, see Figure 2.3), because it is exploratory in design the focus of this investigation is the experience had within the service-learning environment. Although in which disciplines the approaches to service-learning take place is clear.

Approach I service-learning has both a formal classroom lecture component that met for two hours per week and an outside the classroom, community-based organization component (service) that occurred during students' time. The second semester of the 2009 academic year was the first time a service-learning component was added to this course's curriculum. Prior to adding the service-learning component, the course was taught in a way that was typical for many large university classes at this university, whereby there were no outside of class group projects facilitated with local not-for-profit or community-based organizations. The predominant form of teaching was through PowerPoint in a lecture hall with fixed seating for 300. The progression of this course from what has been described previously, to one including service-learning, took place over a short period of time. In order to understand the type of experiences had by students involved in service-learning in this course, it is important to know why and how it evolved.

Approach I service-learning's cast of characters and roles.

Dr. Paul – designer of course curriculum and practitioner of Approach I service-learning, male

Tim – instructor of record for Approach I service-learning course, male

Researcher (me) – tutor and facilitator of the service-learning component of this course, male

Walter – male student from high engagement category

Mitch – male student from high engagement category

Kam – female student from high engagement category

Derek – male student from moderate engagement category

Julie – female student from moderate engagement category

Sage – female student from moderate engagement category

Kara – female student from low engagement category

Eric – male student from low engagement category

Mary – female student from low engagement category

Cousins Organization – local not-for-profit mentoring organization that is internationally recognized

Green Time Organization – local organization that works with X-Town’s Police Department

Development Organization – local not-for-profit who raises money for a network of projects

Gear Organization – local not-for-profit service organization that is internationally recognized

The course serving as the site for studying the influence of Approach I service-learning was initially developed by Dr. Paul with the overall goal of teaching students about the principles of leadership with the following specific learning outcomes:

By the end of the course you should have –

- an understanding of the global context and need for transformed leadership;
- an overview of emergent international best practice in leadership;
- an understanding of the key tasks and skills of leadership;
- an understanding of the role of “positive leadership” in shaping high performance organizations;
- an understanding of the role of personal resilience and positive emotion in leadership;
- an understanding of the power of authenticity and “calling” in leadership;
- an understanding of the “dark side” of leadership;
- an understanding of character and its role in leadership;
- a significant positive shift in leadership understanding, practice and contribution;
- a clearer sense of your personal career intent and strategy for the next 3-10 yrs (syllabus, 2009).

These outcomes were to be achieved through lectures, assigned readings from the course texts, and assessments of a Personal Development Plan (PDP) worth 40%, two journal assignments worth 10%, and a final examination worth 50%. This was the original design of the course.

At the end of January 2009, Dr. Paul and I met to discuss the integration of a service-learning component to this course. He was aware of service-learning and saw a potential

value in utilizing this pedagogy to enhance his course. So, for the 2009 iteration, it was decided to offer the service-learning component to 25 volunteers, which would allow for five groups made up of five students each. As the researcher, I also served as the teaching assistant and group tutor as noted in Chapter 3, this gave me access as a participant-observer. Dr. Paul reflected this new arrangement with the following description in the course syllabus:

Service-Learning (Applied Consulting Group Project -ACGP) – Instead of completing a Personal Development Plan, a limited number of students can elect to participate in Service Learning Projects in which concepts from the course are applied on a volunteer basis in the local community. The projects will comprise 40% of the assessment with a project report being due on the same day as the Personal Development Plan. This assignment is limited to 25 students who will work in five groups (course syllabus, July 2009).

Dr. Paul and I had discussed having a manageable number of students considering this was the first time he had ever used service-learning. This was a good decision; because, just one week before the second semester began, Dr. Paul was offered a promotion within his college and there was a new instructor assigned to teach his course. The new instructor was Tim and, like Dr. Paul, he had never used service-learning pedagogy. Tim was still interested in having the Approach I service-learning component as a part of the class.

Approach I service-learning, looking into the specific course. Since I was serving as a teaching assistant, I continued to assist with the service-learning component even though Dr. Paul was no longer the instructor. I spent the months of May and June 2009 identifying potential community organizations that would be interested in partnering with the course and who would serve as placements for the students' service-learning efforts. I met with these organizations and after a few discussions we prepared topics that could be valuable for the students and the community organizations and related to the course curriculum. Because the community partners and projects had already been identified, Tim was satisfied with having the service-learning component in his course.

We presented the service-learning opportunity to the students on July 16, 2009 (the first day of the course) as the Applied Consulting Group Project (ACGP) – we chose not to use the term “service-learning” since it is not a readily understood term in New Zealand higher education. Further, at the suggestion of Dr. Paul, the ACGP was pitched as an opportunity to work with other students and apply what was being taught within the class lectures. During the intermission of this first class period, 31 students wanted to learn more about the ACGP and received the following information:

- The Applied Consulting Group Project will replace the personal development plan (PDP) and therefore be worth 40% of your grade.
- The time commitment needed in the ACGP is predicted to be greater than or equal to the time commitment needed in the PDP, but will be an investment of your time in a different way. The PDP is on your own time, the ACGP is based on the availability of four other people.
- You will be working in teams of five.
- Much, if not all, of the work you are going to do in your team will be completed outside of classroom hours.
- You will work on a project during the semester that has been identified and designed by your tutor with a local not-for-profit community organization. You will work with that organization in order to determine a solution and provide assistance.
- You rank your top four project preferences from a list of seven projects. You will then be put into teams of five based on your preference of project.
- Your projects are to be assessed by these assignments – a 10-minute group presentation (20%), an individual application/reflection paper (10%), a peer evaluation (5%), and community partner evaluation (5%) (field notes, July 16, 2009).

After the students were given this information, they were asked to provide their contact details if they were still interested. At the end of the first class session, there were 31 students who volunteered to participate in the service-learning component. I reflected on this point in my field notes.

The number of students who elected to participate in this component of the course surprised me. Furthermore, it is important to note that the student participants were self-selected. Meaning, they volunteered themselves. There is definitely something to be noted about this element of the service-learning component and its approach in this course (field notes, July 16, 2009).

During the intermission period in class the following week (July 23, 2009), the ACGP students were provided with a formalized version of what had been previously discussed including in-depth information on how their projects would be assessed (Appendix C – Assessment of Applied Consulting Group Project). This document informed the students of the purpose and assessment value of each of the assignments that accompanied the Approach I service-learning component. At this time there were 24 ACGP students who, after having time to think it over, decided that the ACGP was the assignment for them.

The seven [students] who dropped out of the ACGP all dropped the project before the groups were formed; therefore, there was no disruption in the group dynamics. When asked why the students had dropped the project after being initially interested in an opportunity like this, three had completely dropped the class and the other four cited the expected extra amount of work involved in the group project versus the individualized personal development plan (PDP), as a deterrent (field notes, July 24, 2009).

On Friday, July 24, 2009 these 24 students were sent an email that had the seven service project choices and descriptions along with a ranking sheet for their preference of projects (Appendix D – Service Project Descriptions and Ranking Sheet) and had until Tuesday, July 28, 2009 to complete it. Here are the descriptions the students were provided: The Cousins Organization teams were working on the two following topics:

This project requires the students to seek to understand the corporate mindset and to show innovation around how Cousins may approach this sector. All this, with a view to helping Cousins to be an agency that can last the distance and keep helping young people who need it most.

This project requires the students to research the training needs of Cousins volunteers and to devise a training strategy. It may include delivering some aspect of training to the volunteers. The goal is to help affirm and equip these special people who offer their time to make the world a better place (field notes, August 1, 2009).

The Gear Organization team was working on the following project:

In this project, your team will work directly with the Community Service (service-projects) sub-committee within the Gear Organization. Your team will be charged with identifying a need within the community that must be addressed. Your team will then design a program (by, for, and with the Gear Organization) that will

assist the problem or issue in some way. You will present the project to the Gear Organization for their implementation (field notes, August 1, 2009).

The Development Organization team was working on the following project:

In this project, students will assist in the development of strategies that will seek to identify avenues for answering questions such as: How do we tell if anyone (customers, stakeholders, donors, funders, ourselves) is better off because of our services; what tools will we use to determine or measure that level of success; what can we learn from our past experiences and then turn into value-added projects for the future (field notes, August 1, 2009)?

The Green Time Organization team was working on the following project:

In this project, the students will attempt to assist in the Green Time Organization need of figuring out how to reach the public in a more positive light. How can we do this? How can we get our name out there? How can we give parents the understanding that we are offering a safe, alcohol and drug free environment for their child to enjoy themselves? How can we let parents and children know that Green Time Organization is a safe, positive and fun alternative? We also need our name out there to draw community volunteers (field notes, August 1, 2009).

As mentioned previously these projects were developed in collaboration with the community organizations with the expectation that they would enhance the curriculum being taught in the classroom. This is an important element of service-learning. The projects must relate in some way to the content taught in the classroom lectures and in the course material (Eyler & Giles, 1999; Stanton, 2009). Considering knowledge of leadership and leadership development were the purposes of the course, it was important to design projects that provided students hands-on learning opportunities to apply what they were being taught in the classroom. Therefore, the group oriented projects were designed to generate opportunities for strategic planning, visioning, collecting and using information from stakeholders in order to determine the direction of the organization, teaching and applying leadership skills, assisting in measuring success, developing leadership characteristics, developing teamwork skills, and project management. The projects sought to provide opportunities for some of these elements to be interacted with, discussed, and encountered. For relevance of project

descriptions and these previously listed opportunities, see the course learning objectives listed on p. 103.

Their preferences were then correlated with the finalized group list and it worked out that all 24 students were placed in a project group that was either their first or second choice. As suggested by Bransford, Brown, and Cocking (2000), being able to do this can lead students to be more motivated if they are involved in projects that personally interest them.

Dewey says a project must generate interest. With this criterion in mind, providing the students the opportunity to work on a project that interested them was of critical importance. The project preference sheet helped with this criterion (field notes, July 29, 2009).

Based on the ranking sheets, an email was sent to all 24 students informing them of their assigned project and group.

The project began with the team assignments. These were issued at 10:00 pm, Wednesday, July 29, 2009. Each of the students who had volunteered for the ACGP were then identified through LEARN (an online learning environment; learning management system) and put into one large group consisting of 24 members called, Applied Consulting Group. From this larger grouping, I created subgroups that were directly related to each of the non-profit community organizations (e.g., Cousins Organization 1, Green Time Organization, etc). In this, the students could communicate with one another and information could be disseminated from the instructor, tutor, and student, accordingly. The next day, Thursday, July 30, 2009, was the third class period and the groups met for the first time during a fifteen-minute session reviewing their assigned topics and projects, expectations, and assessment components of the ACGP (field notes, July 31, 2009).

During the first week of August 2009, students were instructed to contact, begin conversations, and meet with their community partners. This expectation was clearly articulated on the assignment sheet (see Appendix C) issued to each service-learning student. The community partners were Cousins Organization serving as a site with two projects for two teams, Gear Organization as a site for one team, Development Organization with one team and Green Time Organization with one team.

Tim delivered the content-based lecture each week and left the ACGP to me as the tutor responsible for service-learning. Therefore, I answered all of the groups' questions and

assisted them when they needed help. The dichotomy between the students' classroom experiences and their ACGP was evident. Initially, I observed this as being a potentially negative influence to the ACGP students' experiences within the course because their work was not being mentioned or acknowledged.

I had a meeting with Dr. Paul today and we discussed the Approach I service-learning course. I informed him that I had attended every lecture Tim taught (five to date). I disclosed to him that I was concerned with the way Tim was leaving the service-learning component out of the lectures he was giving in class. I have been asking Tim directly to use the ACGP in examples during class and to mention the ACGP whenever he could. I thought this would more clearly integrate the work the students were doing on the ACGP and the class material. It was of particular importance when he was mentioning the PDP or using the PDP in examples. By Tim not mentioning the ACGP and not using it in his examples in class, it very much made the ACGP feel separate, distant, and to an extent left out. I knew this was going to have an influence on the students' experience, but to what extent I did not know. I have been conducting my first round of interviews and the students are telling me that the ACGP and the class are two different things, separate (field notes, August 18, 2009).

Over the course of the semester, I gradually began to realize that this was not as significant an issue as I thought it to be and the actual influence this had on their experiences is addressed further in the section presenting data on the student experience.

This co-curricular use of service-learning in Approach I aligned with a description of alongside activities by Kift, Nelson, and Clarke (2010) as a key for academically and socially organizing the broader student experience. They note that co-curricular activities as “non-compulsory opportunities closely aligned to curriculum and offered by the institution/faculty/discipline to support, enhance, build on or expand the learning opportunities of the formal curriculum” (p. 4). As the students had a choice between the ACGP and PDP, the ACGP assignment was non-compulsory – a choice. Based on the way that service-learning was set up in this course and described above, the following definition of it as Approach I was derived as:

Approach I service-learning is an added component to an already existing class curriculum. It is separate, conducted in small groups outside of the classroom hours at the responsibility of the students in the group, and optional for the students. The purpose is to apply course concepts while working with local not-for-profit

community organizations who serve as end-users for the projects. These applications should enhance course learning outcomes and be connected to opportunities for reflection on the overall experience.

This general overview of the course, a brief history of how it came to be, and the specific description of the process of forming groups and assigning community partners provides a contrast to the other research site and approach to service-learning. In addition, by understanding these two different approaches more clearly, the students' experiences in both courses can be better assessed as to their similarities, differences, and potential guidance for transferability to other contexts.

Approach II Service-Learning: A Brief History of Design

While Approach I service-learning was offered in the College of Business, Approach II service-learning was offered in a Geography research methods course in the College of Science. For the same reasons identified in Approach I service-learning (p. 101-102), the college, department, and discipline where Approach II service-learning was implemented are not be the focus of this study. Rather, it is the experiences of students within a service-learning environment that is the focus of this exploratory study. Although in which disciplines the approaches to service-learning take place is clear.

Similar to the Approach I course, this one also did not initially begin as a service-learning course. In fact, the course coordinators have only been consciously and purposefully using service-learning pedagogy for the past three academic years (2008, 2009, and 2010). For the eight years prior to that, the course was primarily designed and delivered as a problem based learning course (PBL) where the instructors selected problems to serve as the means and opportunities for learning. These problems were presented to students in order to generate interest, necessitate critical thinking, and potentially solve or learn more about a

real-world problem (Pawson, Fournier, Haigh, Muniz, Trafford, & Vajoczki, 2006). With many of the same tenets as PBL, service-learning calls for real-world problems determined in accordance with local community organizations that identify a need for information, services or resources available from university students, staff, or a particular course. The shift from solely being a PBL course to one that integrated both PBL and service-learning elements was a journey and transformation that took place over nearly a decade.

This course was originally developed in response to student demand. Dr. Regina, the course coordinator in early 2000, was a key figure in the shift of this particular course to becoming a PBL course, which was also the initial movement towards becoming a service-learning course. It began by looking at students' responses on typical end-of-class surveys that were administered at the end of the semester in the year 2000. That same year, the department surveyed former students from 1990-2000 about the educational experiences that had the greatest relevance on their present occupations.

Both sets of data pointed to the same conclusions with students stating that effective teaching and learning consisted of: field trips or fieldwork, small group work or tutorials, practical "hands on" work, laboratories, project work and a combination of lectures/laboratories (Dr. Regina, interview, June 4, 2009). According to Dr. Regina, "the revamping of the course has drawn largely on comments from past and present students... so we decided to design a course that revolves around the solving of relevant problems by small groups." At that time Dr. Trevor, one of the two current course coordinators, was the head of the department and noted that what Dr. Regina did was a "radical departure from the sorts of things we were used to doing" (interview, Dr. Trevor, November 5, 2009). Beyond illuminating the "radical departure" and subsequent experiences of the students in this service-learning course, this study further identifies what it is about these experiences that promote an engaging environment for teaching and learning.

After the initial work was done by Dr. Regina, the course underwent a few iterations by Dr. David and Dr. Trevor in order to integrate the intentional element of service to the community. Put another way, Dr. David and Dr. Trevor added the element of identifying issues with local community groups while having students attempt to work with and learn from those issues. This initiative acts as the initial framework for Approach II service-learning. With regard to this renovation of the course, Dr. Regina, now at another university in New Zealand, feels as though her current students are, “missing out on an opportunity,” when it comes to not having a community organization partnership outside the class. She mentioned that there are not any organizations that are benefitting from her current students’ research and went further to identify that this lack of involvement is obvious when the students’ research is presented at the end of the semester (interview, Dr. Regina, June 4, 2009). While this observation by Dr. Regina is anecdotal, it does illustrate a perspective of someone familiar with the strengths and weaknesses of both contexts.

Just as Dr. Regina had been motivated to alter the design of the course because of students’ feedback, Dr. Trevor and Dr. David were also inspired to further those alterations based on students’ feedback. They repeatedly mentioned being inspired by the words of a student who said, “I want to study and give something useful; why can’t we work on stuff useful to the world” (field notes, July 16, 2009). Dr. David recounted that,

...we had this kind of road show on sustainability... they had these very eminent people from all around the world talking about sustainability... We were struck by one student, who said, ‘I want to stay on at university and do graduate work, but I want to make a difference and I want to do something useful. A lot of courses I do because I get a qualification at the end.’ When we first heard the term service-learning... it made both of us think, this is a really interesting idea, but can we do teaching where the students actually do something useful? Trevor and I at the time also agreed to take on this course [the Approach II service-learning course being studied] (interview, Dr. David, October 29, 2009).

With regard to a similar question about how this course came to be taught using service-learning, Dr. Trevor mentioned that he is not the type of person to stand still on teaching and

learning methods in that he enjoys experimenting in order to better help students achieve deep learning outcomes. Additionally, Dr. Trevor referred to that same situation which served as the catalyst for motivating Dr. David and Dr. Trevor to teach the course using service-learning. He recalled that:

...part way through this presentation [at a road show on sustainability] there were two young women students in the middle of the room who said, ‘why is it that university is all about talking at us, and why can’t we get out and be doing things and doing useful things out there. What is the point in talking about sustainability all the time, rather than actually doing it’... I was very taken by the basic point that they were making, which is that there is a lot of potential for actually learning by doing out there, as it were... it would have been after that, that we decided to give service-learning a go (interview, Dr. Trevor, November 5, 2009).

Thus the initial redesign of this course began with Dr. Regina listening to students’ voices about their experiences and then Dr. David and Dr. Trevor heeding the call of their students and setting in motion another course redesign to bring it to its 2009 format. A more thorough review of this course as Approach II service-learning serves as the departure point for learning more about the students’ experiences.

It is important to note the catalyst that sparked the initial course redesign led by Dr. Regina and the subsequent redesign led by Dr. David and Dr. Trevor. The catalyst for both redesigns was identified in the clarion call of students’ voices. It is appropriate that the students’ voices led to the transformation of this course and also serve as the primary sources of data for this study about the course. The answers to the Research Questions guiding this study are found there, within the experiences that students had in their interactions within this course and Approach II service learning, their interpretations of experiences, and their voices as a conduit for clarifying both experiences and interpretations.

Before this course actually started, Dr. David and Dr. Trevor spent time meeting with organizations from the X-Town community, which led to projects that were designed by two of the three parties involved in this process of teaching and learning, the community organizations and the course coordinators. The only party left out at this point was the

students. This is not to say that student interest was not at the forefront of the other two parties but it demonstrates that the projects started with the real questions and needs of the community groups. My observations of some of these meetings before the course commenced provide a point of reference to understanding Approach II service-learning.

At the first meeting, one of the community organization leaders asked Dr. David and Dr. Trevor to describe the course in one sentence. Dr. David responded,

309 is a capstone course. We let the community group identify a project and then we meet to discuss and develop it for the students... [it is] research methods where students learn by researching community identified problems (field notes, May 4, 2009).

Dr. Trevor went a bit further in his response. He specifically addressed the idea of problem-based learning and service-learning. About the students' experience in the course, he said:

Learn in a group; make decisions about the appropriate way of doing the project. If they [students] go qualitative or quantitative it is their responsibility. The relationship between them and the community group is up to the groups' [community] discretion. Problem-based learning is not an unusual method of learning... service-learning has some value beyond self (field notes, May 4, 2009).

By giving a brief description of the teaching method to the community partners, the instructors were setting the stage for the partnership to be one of respect, mutuality, and value to all parties involved. It is important to have topics that are relevant to the academic content of the course, while also allowing them to be shaped and influenced by the end-users. This type of interaction started with that first meeting and served as a robust departure point for designing learning opportunities that were academically rigorous and worthwhile for the community organizations.

It was observed how effective the course coordinators were at listening to the community groups' needs and then reflecting and feeding back ideas that seemed to meet their needs, along with the course's academic needs and students' personal development needs. Furthermore, as the dialogue unfolded between the community groups and the course coordinators, the open mindedness and tact exhibited by both parties was obvious and made

the process that much more conducive. Through observation, it appeared that the course coordinators had the attitude of, “you know what issues you have and what information you need” and the community organization leaders seemed to have the attitude of, “we know you need to develop projects that have academic merit and are of interest to the students.” While this was not explicitly stated, the environment seemed to be one of mutual awareness that the opinions of the lecturers, community leaders, and students were all equally valuable, which is an important aspect of the dance that occurs among partners committing to a service-learning pedagogy (field notes, May 4, 2009). This dance is reflected in my observations of a dialogue that took place during a reflection meeting between community partners and academic staff.

Dr. Trevor: One of the things I thought I might do, I do not know how you [community group representatives] would react to this, is to work out, on some single sheets of paper... is a little bit of documentation for students about what they can expect of their tutors and community partners and for you [community group representatives] about what to expect of the students, and for the tutors about the relationships with you [community group representatives] and students.

Paula (community organization representative): I think that would be extremely helpful having that. It is really helpful to have a clear understanding of the expectations.

Dr. Trevor: Bobby [an expert from the Teaching and Learning Centre] said that the best way to handle this is not by changing too much in process, but by managing expectations. Which I wasn't entirely sure of the implications of what he was saying, but if we were to put half a paragraph together for each of the participating groups/partners, that could help with the expectations.

Pam (community organization representative): It helps students to know that maybe they have two stops in the community group and the tutor and to be well organized in those meetings. This also means that the person who is contributing their time to the students can be sure about what is being expected of them as well.

Kerry (community organization representative): It is valuable both ways. Just as much as we are getting something out of it, it is important that the students get what they need as well... I can see it both ways that we need to support the students and I think that is an important thing to say upfront for any kind of community groups that is involved (meeting, all community group leaders and course coordinators, November 3, 2009).

This dialogue served as an example of academic staff collaborating and interacting with community group representatives in order to make all parties, students included, more

informed and included in this part of the service-learning process. It was clear that a special effort was put forth by both parties in order to provide a potentially rich educational experience for the party who would actually be doing the work, the students.

Approach II service-learning, looking into the specific course. As a student, I had the opportunity to interact with the other students on a somewhat equal level. While they were well aware of my role as a researcher, through my extensive time with them this identity was less focused upon (see p. 82-86 in Chapter 3). As students, we were assigned to specific group projects based on our preference for the topics provided by the course coordinators. The projects were with Project Weton, T Community Group, Owl Residence Association, and Owl Primary School and across these organizations, there were ten projects to choose from and the students ranked their top three according to what interested them most.

Nearly every student was placed into a group that reflected their number one or number two ranking. Only a couple of students were allocated into a group that was their third choice. I, for instance, was allocated to my second choice. This was confirmed by Dr. Cathy, the course administrator (field notes, July 23, 2009).

After the students submitted their preferences they were allocated to eight different project groups with five students in seven of the groups and six students in one group. Each group was assigned a tutor who was provided to help answer questions, serve as a resource, and liaise with the course coordinators. In most cases, these tutors were academic staff with the exception of one tutor, who was a Geography PhD Candidate in his final year. All of the groups and tutors were finalized before the second week of class (July 23, 2009) and prior to the Class Workshop Weekend (July 25-26, 2009).

I recall the first class period being an exciting time to be a student in this Approach II service-learning course as reflected in my field notes.

At the beginning of the first class period, the professors welcomed us to what they referred to as, 'the best undergraduate class in the department'. Perhaps this has set the tone for the rest of the course. They continued by providing the reasons why they felt this way. They noted what the course was about, why the course is taught in the manner that it is (problem-based/service-based learning), identified their reasoning

behind group work (pros and cons), identified the resources available and introduced the ten projects/topics. It was at this point, the introduction of the ten projects/topics, that I could really sense a buzz developing around the classroom. We were all looking at each other, making eye contact and smiling when a topic emerged that interested us (field notes, July 16, 2009).

Drawing from data in the form of artifacts such as the course syllabus, interviews with students and staff, and my observations as an enrolled student in the course, Approach II service-learning can best be described by the following.

According to the course description provided in the syllabus, the course:

...draws on both service and problem-based learning. This means that it is based on group work, on learning by doing, and on learning with a community service element. The projects that groups undertake are intended to contribute towards practical outcomes for a number of community agencies.

The emphasis is on working together to solve real-world problems by developing skills that are designed for lifelong learning and that are also transferable to the workplace.

There are regular work-group meetings supported by web-based resources and course occasional lectures, as well as active involvement in a workshop weekend and a class conference of public presentations (course syllabus, 2009, p.1).

According to the course goals and learning outcomes section of the syllabus, the course:

...aims to develop your ability to undertake... research, whilst gaining an appreciation of how to work in the community on 'real' issues, and developing team work skills. It should also foster a critical appreciation of the research of others.

By the end of the course you will have some key **knowledge-oriented learning outcomes** [bolding original]: knowledge of important elements of... research, an appreciation of how research is framed by broader conceptual and analytical frameworks, increased competency in use of a range of... techniques and an understanding of effective research design.

The **skill-oriented outcomes** [bolding original] include problem-solving, critical evaluation, the ability to reflect self-consciously on progress and an enhanced ability to communicate research via written, visual and oral means (course syllabus, 2009, p. 2).

These excerpts from the course syllabus serve as an example of the coordinators managing their students' expectations. Considering that service and problem-based learning, according to the interviewed students, is a different approach to how they are used to being taught, these

excerpts provided insight into what the students were explicitly expected to experience in their course. Also, this served as a source of information for the students to better understand the practical aims of the course and what goals and outcomes they may achieve. The instructors were explicit in setting the tone for the students and this was an important aspect of their course experience.

An interview with Dr. David identified what this approach to service-learning looks like and illuminated the reason for teaching the course using service-learning pedagogy.

We use a combination of problem-based learning and service-learning. So the problem-based bit is the students are learning through researching research problems and the service-learning component is that we are very much linking up with the end-users of those problems. So they [community groups] generate the research problems and the students will be doing the research for these end-users, which are local community groups of different types... why do we do it [service-learning]? One is it gives students some reason for wanting to do something; they actually see value in it because they have an end-user group who actually wants to use it. Secondly, the community groups have so much desire for research to be done, in a way it meets every ones need. It meets the need, the end-users get something and the students are more motivated and they feel valued and reasoned for doing it (interview, Dr. David, October 29, 2009).

In his statement, Dr. David identified two fundamental components of service-learning. One is the aspect of intentionally providing something useful to an organization that needs what is offered. This is an important aspect as identified by Eyler and Giles (1994) in that the theoretical underpinnings of service-learning are founded on Dewey's criteria for projects to be educative, with one of the criteria being that in order for a project to be educative it must be "worth while [sic] intrinsically" (Dewey, 1933, p. 291). Essentially, this means that the project must go beyond being "merely trivial activities or those that are of no consequence beyond the immediate pleasure that engaging in them affords" (Dewey 1933, p. 292-293). The second aspect mentioned by Dr. David is the community groups' "desire for research to be done". When it comes to service-learning, it is important to remember that the community organizations are an equivalent aspect to the academic and student elements. Considering community was a core concept in Dewey's social philosophy and experience was a core

concept in his education philosophy (Giles & Eyler, 1994), it is clear that experience for and with the community, so long as it is intentionally educative, would be advocated by him as an effective teaching and learning environment. In this particular approach to service-learning, projects are designed and implemented with the community organizations as equal participants.

Dr. Trevor expressed his perspective on the “ideal” value of this approach to service-learning pedagogy.

In terms of intellectual context, I think that it [service-learning] is ideally a very good way of learning because it focuses you on the things you need to know for the situation at hand, it puts everything into a context of immediacy, which gives sort of structure and pertinence to what it is that you are doing and you know why you are doing it and the significance of things... once you start to scale it up to what happens in the groups, then you start to find out that other people have different perspectives on things, you start to find out that they might know more than you in one area and less than you in another area. Or they may have a different political point of view, they might have very different experiences, they might have very different sets of talents in terms of technical expertise. So you find that the whole is greater than the sum of the parts, as it were.

I think ideally... it works the way in which Annette [Director of Teaching and Learning Centre at this New Zealand university] said at the end of our conference day in Weton this year: ‘This is the sort of thing you will remember for a very long time’ (interview, Dr. Trevor, November 5, 2009).

Dr. Trevor begins by describing the “ideal” value of service-learning within the intellectual and the personal/group contexts. In saying, “it focuses you on the things you need to know for the situation at hand,” he is identifying the value of knowing the frame or context of what it is the students are learning. These thoughts of Dr. Trevor align with Dewey’s explanation of educative projects in the form of “typical problems to be solved by personal reflection and experimentation and by acquiring definite bodies of knowledge leading later to more specialized scientific knowledge” (Dewey, 1933, p. 290-291). Service-learning provides a context for why the students are learning a particular skill set or body of knowledge and creates an opportunity for learning by doing in a meaningful environment. This can help

students learn how to focus a general body of knowledge to a specific problem being addressed.

Instead of the students being taught various concepts and theories toward a more abstract learning outcome or end, they are given a context for what they are learning, how it may be applied, and formalized reflection on its significance. This real-world experience provides the students with an enriched context or structure that they may have never had before. This is not solely an abstract or theoretical conceptualization for the students. To demonstrate an abstract or theoretical conceptualization, imagine the weft thread of a loom (weaving thread) being woven around and around a single warp thread (structural thread) where the weft thread serves as the student experience and the single warp thread serves as theory or course content. The student is being woven around and around the warp thread of content, but they are not getting the opportunity for a hands-on application and intentional reflection on their experiences. To demonstrate the Approach II service-learning experience, again imagine the weft thread as the student experience, but the warp threads serving as scaffolded experiences involving theory, worthwhile real-world application, and reflection. Perhaps this type of weaving, a process involving a greater and more robust variety of warp threads, is valuable for students to have access in order to understand the use of accumulated knowledge.

Dr. Trevor continues by identifying the personal/group context in its most idealistic terms with his hope that students participating in Approach II service-learning come to recognize that “the whole is greater than the sum of the parts”. Dewey (1933, p.141) discusses this in terms of human curiosity and engaging or interacting in the process of give and take with objects within one’s surroundings. In this case, the “objects” or “parts” could be fellow group members, tutors, community group members, or research articles. Dr. Trevor continues by using the words of Annette to summarize his thoughts on the value of service-

learning. Quoting Annette, he says, “This is the sort of thing you will remember for a very long time”. He continues by clarifying that he does not “mean that you will necessarily remember it as an intellectual process, I mean that you will remember it as a group of friends for instance”. This was Dr. Trevor’s interpretation of the idealistic value of service-learning from the personal/group context. As previously noted, community was an integral component of Dewey’s social philosophy. The statement Dr. Trevor makes about the students’ service-learning experience being remembered as a group of friends is an interesting way of practically contextualizing Dewey’s idea of community. More pertinent is this idea of community and how it can be strengthened by educative means in the form of experiences. This ties the value Dewey puts on community and experience through a monocle of education. Dr. Trevor noted that he has seen this, the ideal, happen a number of times with the service-learning projects in this course.

From one of my first class observations (July 17, 2009) to one of the last (November 17, 2009), it is possible to see the continuity of the types of interactions that occurred and the relationships that developed between teachers and students in this particular course. From these observations of this course during the 2009 spring semester, the following broad conceptual understanding of Approach II service-learning was developed.

My first impression of the course (July 17, 2009) alludes to a different type of interaction between the instructors and their students. I want to describe it as more of an equal or level type of interaction. For example, after discussing the purpose of the course, Dr. David went on to explain why problem and service-based learning with a group work emphasis was the teaching and learning vehicle chosen. He defined problem-based learning as learning by researching a problem with a student centered emphasis and service-based learning as a teaching strategy, which involves incorporating service to the community into the academic curriculum of university courses.

Dr. David and Dr. Trevor continued by identifying the pros and cons of problem and service-based learning and further explained the value of doing it with an emphasis on group work. They identified the real-world as a place where people work together on projects and by gaining the skills necessary to work in the real-world students will gain many attributes and skills necessary to be successful in future occupations. Group work also allows for the tackling of larger projects, access too many different

skill sets, the use of peers as resources and the gaining of experience in communication, negotiation, organization and time management.

The instructors then provided direct quotations from students who had participated in the course in previous semesters. This provided insight in a way we, the students, could relate. The quotes reflected the value of group work, problem and service-based learning and faculty-student interactions. The value of explaining to students the why behind a specific teaching method, to me, seemed like a very valuable way to start the semester. I found the idea to be quite innovative. In fact, I have never been in a class (and I have been enrolled in nearly 60 classes at the tertiary level, nearly 150 credit hours) where the instructor informed the students of the “how” and “why” of their teaching strategy or method. I wonder what would happen if at the beginning of every semester an instructor took the first 15-20 minutes of that class period to describe the teaching method they are using and why they are using that particular method. I would surmise that the students may have more buy-in at the beginning and potentially a better experience with a particular course (field notes, July 17, 2009).

For the students in this course it seems that service-learning fundamentally changes the context of what it means to be a student in a classroom. By changing the context, a service-learning classroom becomes one that is described by the students as ‘different’, ‘unique’, or ‘something not offered at university in previous class experiences’. With a shift in context and the identification of different experiences for the students, many changes begin to take shape. Service-learning fundamentally changes the context of the classroom and in turn changes the experiences of the students. It seems to be from within this new context that novel opportunities for students emerge and subsequently influence their engagement (field notes, November 17, 2009).

It started with seeing the upfront, innovative manner by which the teachers informed the students of their choice in teaching method. It ended with recognizing how service-learning fundamentally changed the context of the classroom and in turn influenced the students’ experiences. That students’, in their third year of university study, can still experience something new when it comes to teaching and learning should not go unnoticed. Essentially, there are things teachers can do to bring about experiences for students that are different from what they are used to having. These instructors’ use of PBL and service-learning seems to be the reason for these students’ novel experiences.

Based on all of the data collected (course syllabus, course coordinator interviews, and initial observations of the preparation involved), Approach II service-learning can be specifically defined as:

Approach II service-learning serves as a vehicle for providing students with unique opportunities to intentionally do something valuable for an end-user while progressing themselves as researchers who appreciate teamwork, working with the community, who develop a critical appreciation of others' research while developing knowledge and skill-oriented outcomes towards the research process, all while reflecting on this process.

Using the previously described general history of this course and the specific context it currently exists in, a deeper look into the actual student experience can be realized. This is addressed in the following chapter by illuminating the experiences of the following characters.

Approach II service-learning's cast of characters and roles.

Dr. David – Approach II service-learning course instructor, male

Dr. Trevor – Approach II service-learning course instructor, male

Dr. Cathy – Approach II service-learning course administrator, female

Dr. Regina – Approach II service-learning course originator, designer and former instructor, female

Researcher (me) – participant-observer as student in this course who was in a group with Sara and Leo, male

Renee – female student from high engagement category

Sara – female student from high engagement category

Leo – male student from high engagement category

Tabitha – female student from moderate engagement category

Amy – female student from moderate engagement category

Mark – male student from moderate engagement category

Heather – female student from low engagement category

Jon – male student from low engagement category

Megan – female student from low engagement category

Project Weton – local, grassroots not-for-profit community organization

T Community Group – local, grassroots not-for-profit community organization

Owl Residents Association – local residents association

Owl Primary School – local primary school

Conclusion: Completing the Contextual Frame

This section described the histories and contemporary conditions of two classes with a focus on their approaches to service-learning. As evidenced throughout this description, these

two approaches to service-learning differed significantly in size, shape, and style. It is important to note the differences of these two approaches with regard to the expectations of students, time commitment of students, resources required, histories leading to the use of service-learning, and the influence of each approach on the student experience. The influence of each approach on the student experience is thoroughly reviewed and described in Chapter 5. Also, this observation serves as a key point for understanding the conclusions and implications of this study – although the details of these two approaches differed, the data collected from the students in both courses serve as ways to understand them together. The answers to the Research Questions are extrapolated from the data in the form of emergent elements and then more encompassing emergent themes. The two courses are initially analyzed and discussed separately in Chapter 5, by answering the following three Research Questions about each course. Research Question Four is addressed in Chapter 6 and provides an opportunity to bring the findings from each course together. Again, the Research Questions guiding this study are as follows:

- *RQ1. What do students from differing engagement backgrounds (according to the AUSSE) experience in two university classes that use service-learning?*
- *RQ2. How do these students' experiences relate to an established model of service-learning (Clayton et al., 2005) and the outcomes typically attributed to it?*
- *RQ3. How does the use of service-learning in the two university classes appear to influence student engagement?*
- *RQ4. How can these students' experiences inform and potentially influence teaching and learning at the university under investigation and other universities?*

CHAPTER 5

Addressing Research Questions with Data: Detailed Descriptions of the Approach I and Approach II Service-Learning Student Experience

In this chapter the experiences of student participants in Approach I and II service-learning from a range of engagement backgrounds (low, moderate, and high engagement) are addressed. First, an overview of the quantitative survey results for each course are presented, followed by a “thick description” of students’ experiences in each approach to service-learning using qualitative data. The qualitative data in this chapter is divided into sections and subsections guided by the Research Questions leading this investigation and the two research sites. The sections serve the purpose of addressing the first three Research Questions and the subsections within each section are designed to answer each question from the student participants’ engagement backgrounds. This same structure is used within this chapter to present data on students’ experiences in Approach I service-learning and then again for Approach II service-learning. The Research Questions guiding this study and making up the sections in this chapter are as follows:

- *RQ1. What do students from differing engagement backgrounds (according to the AUSSE) experience in two university classes that use service-learning?*
- *RQ2. How do these students’ experiences relate to an established model of service-learning (Clayton et al., 2005) and the outcomes typically attributed to it?*
- *RQ3. How does the use of service-learning in the two university classes appear to influence student engagement?*

Quantitative Data from Approach I and II Service-Learning

At the beginning of both courses, students were given the AUSSE to determine what their engagement with their overall university experiences had been up to that point. This

survey focused generally on students' overall engagement with their university experience. At the conclusion of both courses, the same students were given a follow-up survey to determine what their engagement had been within these specific courses. The follow-up survey was specifically focused on students' Approach I and II service-learning experiences. Despite the statistical problem of comparing the engagement scores from these different survey contexts, it was the only way to collect this quantitative data. This was because a preliminary class-based AUSSE is not possible, nor is a class-based follow-up AUSSE that focuses on the class experience.

While there were two different approaches used to implement service-learning, the influence service-learning had on the student experience generally and student engagement specifically, seemed to have similar trends. More specifically, it was the Active Learning benchmark that experienced the greatest increase in both courses. The shift in this particular benchmark was not surprising given the active, involved nature of service-learning. The movement trends from the preliminary to follow-up surveys are demonstrated in Figures 5.1 and 5.2 (O'Steen, Perry, Cammock, Pawson, Kingham, Stowell, & Perry, 2011) and Tables 5.1 and 5.2.

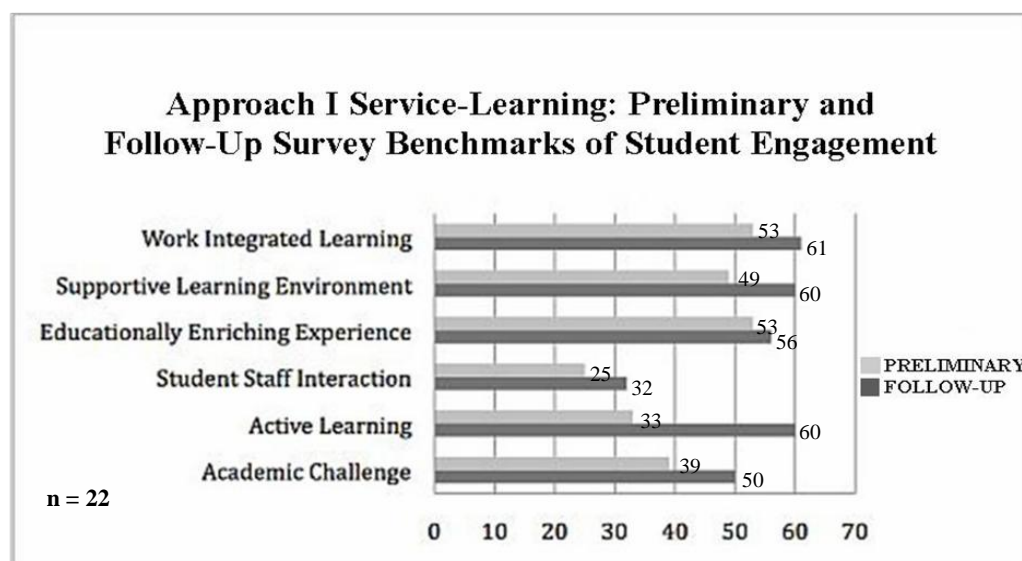


Figure 5.1. Approach I Service-Learning: Preliminary and Follow-Up Survey Benchmarks of Student Engagement.

n = 22	Preliminary		Follow-Up	
	Mean	SD	Mean	SD
Academic Chall.*	38.77	11.05	50.04	11.92
Active Learning*	33.13	15.40	59.5	13.23
Student Staff Int.	25.22	15.18	31.63	19.61
Enrich Educ. Exp.	53.36	14.38	55.95	11.77
Supp. Learn Env.*	48.55	13.66	59.61	17.93
Work Int. Learning	53.00	15.41	60.91	16.72

Table 5.1. Approach I Service-Learning: Preliminary and Follow-Up Survey Benchmarks of Student Engagement Mean Scores and Significance Levels (* $p < .05$).

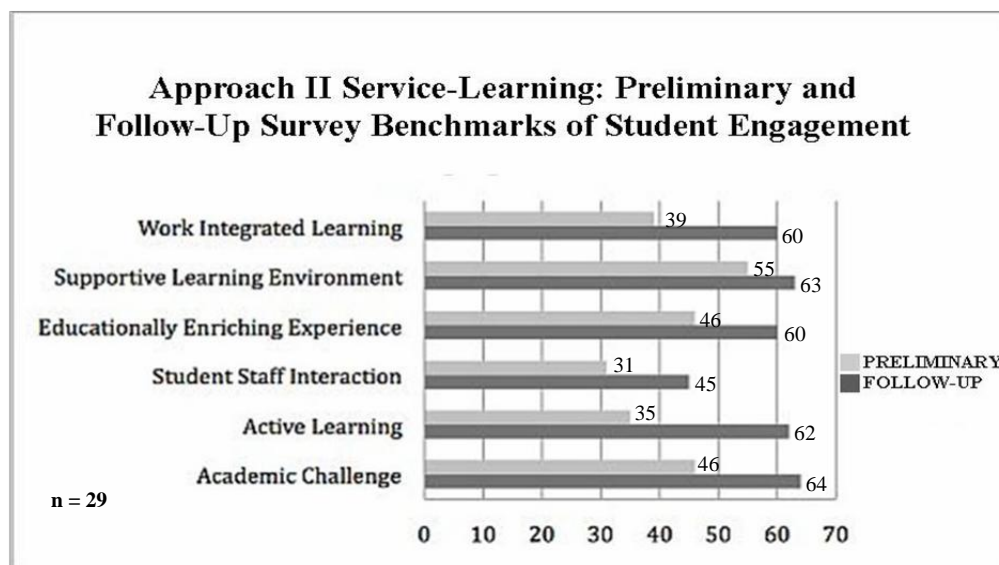


Figure 5.2. Approach II Service-Learning: Preliminary and Follow-Up Survey Benchmarks of Student Engagement.

n = 29	Preliminary		Follow-Up	
	Mean	SD	Mean	SD
Academic Chall.*	45.65	11.47	64.41	10.63
Active Learning*	35.06	12.05	61.76	16.48
Student Staff Int.*	31.27	17.56	45.10	20.08
Enrich Educ. Exp.*	45.82	13.64	59.65	15.94
Supp. Learn Env.*	55.44	12.71	63.35	13.91
Work Int. Learning*	39.20	16.15	59.89	19.29

Table 5.2. Approach II Service-Learning: Preliminary and Follow-Up Survey Benchmarks of Student Engagement Mean Scores and Significance Levels (* $p < .05$).

The shifts in engagement benchmark scores in both courses are clear. While these surveys can quantitatively demonstrate shifts in students' engagement on these six benchmarks, the

qualitative data presented in the pages that follow provide reasons as to why the shifts happened. For more on the quantitative results from these surveys see Appendix B.

A. Approach I Service-Learning Qualitative Data

Research Question One: An Overview of the Students' Experiences in Approach I Service-Learning

RQ1. What do students from differing engagement backgrounds (according to the AUSSE) experience in Approach I service-learning?

For this section, what students do and the influence on what they experience in the Approach I service-learning course is the focus. To restate, Approach I service-learning is described as follows:

Approach I service-learning is an added component to an already existing class curriculum. It is separate, conducted in small groups outside of the classroom hours at the responsibility of the students in the group, and optional for the students. The purpose is to apply course concepts while working with local not-for-profit community organizations who serve as end-users for the projects. These applications should enhance course learning outcomes and be connected to opportunities for reflection on the overall experience.

While it is clear that students who chose to participate in the Approach I service-learning component had experiences that were not had by their peers who did not choose to participate (e.g., interactions with community organizations, real-world experience facilitated in conjunction with the academic content, group work and collaborative experiences), it is the intention of this study to clarify the influence that these different experiences had on their engagement.

As discussed thoroughly in Chapter 3, there were 24 self-selected students, divided into five teams, who volunteered to participate in the Approach I service-learning component referred to as the Applied Consulting Group Project (ACGP). Each student worked with a group of 3-4 peers and a community organization. The community organizations had identified issues they felt the student groups could assist with. In this sense, each student

group had different types of projects. They had different group members from various backgrounds, different project topics and, in all but two of the five teams, worked with different community organizations. In addition to the differences within their service-learning projects, these students have come from various backgrounds and have been shaped by their life experiences. These students' life histories, while not necessarily disparate, are varied to say the least. As discussed in Chapter 3, one specific example of difference within these students' university histories is based on their student engagement backgrounds. While the students in the ACGP had differing elements blending to shape their previous and current experiences, they did have an important factor in common. That commonality was the fact they were all participating in Approach I service-learning and this shaped their experiences and provided a genuine commonality in what they actually did. In this particular approach to service-learning, the students participated in the following activities:

- attended a two-hour weekly lecture, group-based (all semester)
- had meetings with their respective community groups, group-based (all semester)
- had meetings with their student group and tutor, group-based (all semester)
- prepared a presentation to be presented to the class, group-based (October, 09)
- gave a final presentation during class, group-based (October 15, 2009)
- prepared a reflection paper on their project and learning, individual (October 15, 09)
- participated in a final reflection session, group-based (October 15, 2009)
- completed a final examination based on course lectures, individual (October 31, 09)

The similar activities were intentionally designed and implemented to maintain a semi-structured environment for the ACGP students in order to give them a frame or scaffold with which to make sense of their projects. As the tutor/teaching assistant for this course it was important for the students and me to have this scaffolding in place because, according to Wood, Bruner, and Ross (1976) the concept of scaffolding is based on an external "force" (e.g., teacher, school, curriculum, environment) that can control elements of an experience initially beyond the capability of an individual so that the individual can concentrate and

complete only those elements that are within his or her range of competence. From interactions with tutors to specific assignments and reflections designed to integrate student experiences, scaffolding can assist with the framing of curricula (Figure 5.3).

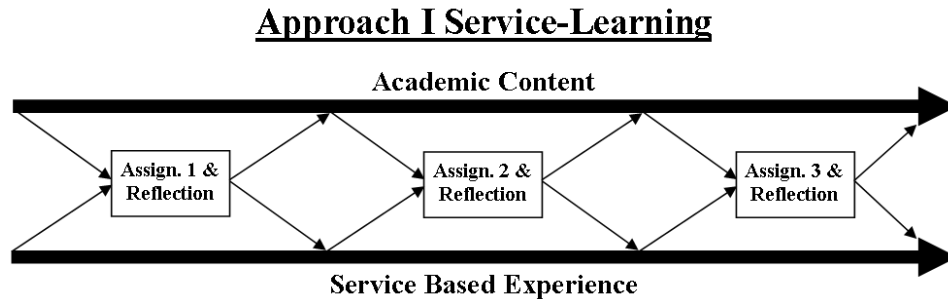


Figure 5.3. Approach I Service-Learning: An Illustration of the Scaffold Relationship between Academic Content and Service Based Experience.

This scaffolding was a factor in the reintegration of academic content and service experience which is described later in this chapter. The students' interpretations of and perspectives on what occurred during these activities and the course serve as the focus of the following sections.

Data collected from students who participated in the ACGP assisted in answering the Research Questions guiding this study. Their spoken and written words, actions, and my observations serve as the sources of data. As the data is presented in the following sections there are certain elements *italicized* and **bolded**. This is to demonstrate to the reader the emergent elements and unitized data that is used to form the emergent themes and sub-themes of this study. At the end of each of the three sections a table is presented aggregating the *italicized* and **bolded** data. These tables serve as banks of unitized data for underpinning the themes and sub-themes of Approach I service-learning. In Chapter 6 these emergent themes and sub-themes are presented and efforts are made to show the interactive, interwoven, and complex nature of the themes.

What do students from differing engagement backgrounds experience in Approach I service-learning? From the data collected, the students' experiences within Approach I service-learning can be initially described in two ways. One of those ways was how their formal classroom/lecture experience was viewed as being separate from the ACGP and the other is how the ACGP was different from any other opportunities they have participated in during their university studies. The separation between the ACGP and formal classroom/lecture experience is related to the fact that the students described the ACGP as being different from their typical classroom environment. This is relatively congruent across students from all three engagement categories. Essentially, these students viewed their class as being divided between the ACGP and lecture component. The students conscientiously identified the initial separation between the lecture and ACGP components, but also recognized that by the end of the course the two had integrated into "one entity". The separation existed and while they mentioned the difference, they also pointed out the reintegration or connection of the two components. It is important to determine why the ACGP was viewed as being separate from the class component and furthermore, to establish what about their ACGP experiences were different from other class opportunities. It seems as though these differences serve as the shared features which shaped each student's experience in this co-curricular type of approach. A juxtaposition of co-curricular based Approach I service-learning and curricular based Approach II service-learning is addressed in further detail in Chapter 6.

Separation, course content versus service experience. From the data, it appears that the students' perceived division that existed between the lecture and ACGP was real. As noted in Chapter 4 (p. 108-109) this rift was observed within the first term of the semester and immediately discussed with Dr. Paul. It was important to note the observation of this

divide. While at the time it was not possible to see the future implications, if any, of such a scenario; the data provided by the students in their interviews further clarified this point.

All of the interviewed participants in the Approach I service-learning course established the separation of the ACGP and the classroom lecture. Eric, in the low engagement category, offered the following explanation as to why they were viewed as being separate.

Because the ACGP was *on our own time*, it *felt* like something *separate from* the *class* since *we* basically *had to do all of the work* for it, or *come up with a lot of ideas*, so it was, I mean we *pulled* some of the *theories and ideas from* the *class*, but it was *mostly* our *free-thinking of the group*... I might just give you *typical responses* about the *class*, *versus* the *different experience of* the *project* (interview, Eric, October 21, 2009).

At the beginning of an interview with Kara, who was also a student identified as lowly engaged by her survey responses, she made a similar reference to the separation of the class experience and the ACGP experience. In response to what it was like being a student in this class, she said, “It is *hard to do it as a whole*... *it is* like *two separate* [things], because *they* [ACGP and lecture] *are totally different*” (interview, Kara, October 14, 2009). When asked to clarify her views on the class and ACGP experience being together or separate, Mary (also in the low engagement category), stated a similar opinion as Kara and Eric.

The ACGP was my experience in the class... the *ACGP was the main thing* and it *was a lot of steps*. It was *an ongoing process*, because of that *we had lots of interaction with each other*. It [class] is both things, but for me, the ACGP was the *main focus* (interview, Mary, October 20, 2009).

These data illuminate a view of the perceived separation between the class and ACGP held by the students. Initially, in an Approach I service-learning course, the students seemed to separate their classroom or lecture component from their assigned projects even though the application of theories and ideas from class might be directly integrated into the assignments.

While this divide is relevant to the students’ experience, it is also important to recognize that students identified the relationship between this divide. Just because these

students saw the lecture and ACGP components as being separate, it did not mean they missed points of connection. For example, Kara and Mary each alluded to a point of connection in the following passages.

Some of the *lecture comes into it* [ACGP], which you can *apply to real-world cases* and it is just an *awesome opportunity to be able to see what it* [real-world] *is like* and *be creative* and *think up your own ideas* and *work as a group* (interview, Kara, October 14, 2009).

The *project* has given me the *ability to apply a lot of the concepts that we learned*... there were *lots of times when you could apply stuff that Tim taught us* and *that is probably the main way it* [ACGP] *has helped*. It has given me *more motivation* (interview, Mary, October 20, 2009).

Eric too recognized a point of connection with the fact that he and his group members “*pulled some of the theories and ideas from the class*”. More specifically, he identified his experience with Approach I service-learning to be about,

Taking what you learn *from class and testing those theories and ideas out in* the public or in *the community*. Seeing if you can *take what you learned from class* and seeing if you can *put it to some good use outside in the real-world* (interview, Eric, October 21, 2009).

These students, like the others interviewed, were aware of the distinct separation of class and the ACGP, but they were also aware of the points of connection between the two.

Derek, another student who was identified as moderately engaged, directly referenced the separation that existed with, “I think they are *definitely separate*... I think on the whole *it* [ACGP] *makes a huge difference to the course*, having *the practical side* there” (interview, Derek, October 19, 2009). With regard to the lecture/ACGP relationship, Sage, also identified as moderately engaged, said,

Because *we have done our own thing*, I think, it [ACGP] has kind of *become a separate entity within itself*. We got to *work in our own group*, and *go our own path*, we got to go and *decide what we wanted to do* and *where we were going to do it* (interview, Sage, October 20, 2009).

Julie, another student in the moderate engagement category, confirmed the other students' perspectives and offered an explanation as to why she viewed the ACGP and lecture as being separate.

They [ACGP and lecture component] are *totally different things*. I view the *ACGP* as something *more important than the class*, because when it comes to the ACGP *you need experience* and *you need to be creative* as to what you do. *In class you* can just *listen to what someone tells you* and you can *just go by his or her idea, you do not have to think of your own idea to give to someone and expect a response that is negative or positive* (interview, Julie, October 20, 2009).

To demonstrate the initial separation between their ACGP and classroom lectures and these elements' reintegration, a highly engaged student named Walter said, "when I first started I saw *them* [ACGP and class] as *distinctly separate*, but now that the course is *finished I can see* it as *one entity*. It tied itself up quite nicely at the end" (interview, Walter, October 19, 2009). He clarified this sentiment in the following.

After we covered everything in class and we discussed how these theories related to what we did, then it became very apparent that it [ACGP and lecture] was one (interview, Walter, October 19, 2009).

As an example of how Walter took advantage of the opportunities to reintegrate the ACGP and lecture components of the Approach I service-learning environment, he addressed the connection of theory with,

Inside the ACGP I was able to have *positive interactions* with people in *discussing theory* and *I learned most of them, well at least the theories we decided to apply inside our consultancy group*. I know a lot of those theories quite well now. As opposed to the ones that were just discussed in class and talked about and... held off at arm's length (interview, Walter, October 19, 2009).

Another highly engaged student with a similar perspective, Kam, said, "during the whole semester I viewed them [ACGP and class] as *two different things*, but at *the end*, it kind of *brought it all together*. We *used everything we learned in class... that brought it back* to the class" (interview, Kam, October 29, 2009). This perspective from Kam supports a co-curricular type of service-learning and demonstrates how intentional scaffolds can potentially assist students in implicitly reintegrating the initially separate content and

experience. She addressed one specific distinction which separates these two components. This distinction is with regard to interaction. “The classes weren’t too interactive, but that is where our project came in” (interview, October 29, 2009). She recognized the lack of interaction within the classroom setting, but simultaneously noted that the ACGP project was a source of interaction. In the context of interaction, it seems that Kam has specifically noted the classroom lecture and ACGP as being *two different things* or separate. Due to the necessity to connect lessons from the classroom with experiences had in the ACGP, she was able to recognize the two components being, “*brought... all together*”.

Mitch, who was identified as being highly engaged, also recognized the separation and attributed this to, “the fact that not everyone in the class was doing it [ACGP]”. He did add that, “there was [integration] at some point, because *we had to use theories* and because I *can see what we were doing in it*” (interview, Mitch, October 22, 2009). Mitch was aware of the reintegration and cited the incorporation of theory as a reason for it. “The ACGP... was done in a way where *we had to incorporate and we had to know what theories we were using*”. The initial separation and reintegration according to the students’ perspectives is important. Furthermore, it does not seem that the perceived separation between the classroom lecture component and the ACGP deterred the students’ experiences and subsequent learning environments. This may be attributable to the measures designed for reintegrating the two components (e.g., reflection paper, presentation, reflection session, tutor interactions). For example, Mitch addressed the reintegration of the two components almost as a requirement for the ACGP and for demonstrating the theories learned from classroom lectures.

The reintegration of the lecture component and the ACGP discussed by each of the students is important to note. Beyond the course assignments, the reintegration of these two components was also considerably influenced by the lecturer himself. While at the beginning of the semester it was difficult to get Tim to make an effort at integrating the two class

components, towards the end of the semester he was making a conscious effort. An example of this was when he dedicated one of the last class sessions to the ACGP groups and allowed them to give their presentations to the class. This effort was made more robust by informing the class that there could be final examination questions coming from the information presented in the ACGP groups' presentations. Thus, Tim helped the ACGP group members see not only a curricular reconnection, but a general connection between the class and their projects. The instructor's conscience effort, the assignments, and the students' implicit ability to connect the academic content with the service experience assisted in the reintegration of the two. Based on the data collected and analyzed this observation serves as a core tenet in the discussion and comparison of Approach I and II service-learning in Chapter 6. This tenet, along with the data analysis and observations from remaining sections of this chapter, begins to support the emergent grounded theories: *The Building Block Assertion for Service-Learning* and *The No Lost Causes Assertion for Student Engagement*.

A framework emerges based on a different experience. The second way students tended to contextualize their experience as being different was in relation to other classes they had during university studies. When asked specifically about the ACGP component of their class, the students clearly identified how and why it was different from their other classes. These differences are what appear to form the Approach I service-learning environment that students experienced as opposed to what they had experienced in other classes. Moreover, these differences are explored in the following paragraphs to demonstrate how they are related to the outcomes typically attributed to service-learning.

Interpretations of a different experience from lowly engaged students. To demonstrate this perceived difference of Approach I service-learning to other classes at university from students identified as lowly engaged, Eric and Kara's reflection papers began with:

Throughout all of my studies here at university, I have *yet to have taken a class quite like this*. The *level of creativity* and *free-thinking behavior* is rather *different than* my *typical commerce class*. The ACGP has *given* me the *chance to learn* a bit *more about myself* and *all that I am capable of accomplishing* (reflection paper, Eric, 2009).

For me, the group project was really enjoyable. I had a great time *working with* my *three other group members* and also the *Development Organization* and the *director*. This was because for me *working in a group* is something *I value* and I feel that *we are not given much of an opportunity to do this in other classes* (reflection paper, Kara, 2009).

Eric said, “you actually *learn* something *during* the *project doing something different*... any other project is never anything like this. You would never have the option to do something like this [ACGP] in another class. I do not know if *they* [teachers] would *trust* you” (interview, Eric, October 21, 2009). These students have identified their experience in an Approach I service-learning class as being different from what they had experienced previously at university.

In an interview with Mary, a student also identified as lowly engaged, she described the ACGP as being an obvious source for this noted difference.

We were *allowed to do* a lot *more of what we wanted to do* and I felt that *we were respected for our decisions* a lot *more*. There *weren't* any *right or wrong answers*... there *wasn't* necessarily a right way of doing things. It was *a different kind of lack of structure*. I *do not think* there have been *any other classes* where we *interact* like this (interview, Mary, October 20, 2009).

In Mary's reflection, she identified the ACGP as the source for her to have opportunities, “to *mix with a great group of people, make new friends, and collaborate with others to come up with new ideas* and *achieve things we initially did not believe would be possible*” (reflection paper, Mary, 2009). These students seemed to be aware of the responsibility they had to the course instructor, community organization, and each other. Among other elements, it is this level of responsibility and dynamic that separates this learning environment from these students' previous ones.

Two of the students, Eric and Mary, were working with the local Gear Organization on a fundraising project and Kara was working with the Development Organization trying to measure the success of specific programs. With regard to Eric and Mary's service experience, Eric identified it as being, "*deep and intense service*".

We actually *went out and raised funds* and were able to *help the international community*. I had *never really done anything so interactive* where *you could* actually *see the outcome*. We know what we did... it was cool to know exactly what we did (interview, Eric, October 21, 2009).

Mary felt like she, "was *actually counted for something*... was *not just 1 of 150*... really *achieved something*... and *got to know* a lot of *other people*" (interview, Mary, October 20, 2009). Furthermore, in Mary's reflection paper she said, "I felt as if we were truly *there* [at their fundraiser] *for a purpose* and again, it was something *I felt very lucky to be a part of*" (Mary, 2009).

An example of when those elements addressed by Eric and Mary were observed was during their first group meeting and their first attempt at facilitating one of their fundraising projects. The Gear Organization student group had their first meeting at 3:00 pm on Friday, August 7, 2009 in a study room on the 11th floor of the campus library. To demonstrate the relevance of emergent elements from experiences identified by these students in their interviews (e.g., *level of creativity, free-thinking behavior, weren't... right or wrong answers*, there *wasn't* necessarily *a right way of doing things, a different kind of lack of structure, collaborate with others to come up with new ideas, help the international community, interactive*), field notes served as a source for triangulation. During the first meeting there was quite a bit of conversation, discussion, and collaboration.

Today was the first time the Gear Organization (GO) student group met. The meeting started as any other meeting would. Everyone went around and introduced themselves. From there they started to discuss what the project's purpose was. Mitch took on a facilitative role. He seemed to be quite switched on and interested in the possibilities of their project. There was much brainstorming at this point. The discussion was divided into two realms: one, international service projects and two, New Zealand based service projects. Potential opportunities to be addressed were

identified for each realm. For the international service project they listed: water wells, drug issues, kids with disabilities, supporting volunteers, natural disasters. For New Zealand based service projects they listed: kids in trouble, providing sports gear, and helping the poor. After listing the two general realms and specific areas of concerns, they began to discuss potential solutions to the problems they had previously identified. There was quite a bit of collaboration in this and the students had the attitude that there were no wrong suggestions. I noted that there was quite a bit of conversation going on. They were learning to work with each other and trying to feel each other out while at the same time starting to wrap their heads around what they can accomplish through their project. Ultimately, it was determined they would need to talk to GO to truly understand what it was they were going to do. At the end of the meeting, Mary said, 'Oh no, it has been over an hour! I've left my bag outside this room at a desk this whole time. I hope no one stole it!' She, as well as I and her group members were unaware as to the amount of time that had passed during this meeting (field notes, August 7, 2009).

The first meeting of this group highlights the emergent elements of: collaboration with others to come up with ideas, free-thinking behavior and there being no right or wrong answers. One of the last observations of these students working together was observed at their sausage sizzle fundraiser. It was Friday, September 25, 2009 and the GO student group was preparing for their four, consecutive days of sausage sizzle and bucket shaking fundraisers.

I met the students working with GO at The Depot in Ferrytown. It was at this location (a local hardware supplier) where they were to have their first of four fundraisers (sausage sizzle – Ferrytown, coin trail, where the students asked for change to fill their buckets – Ferrytown, coin trail – Ferrytown, sausage sizzle – University). I arrived at 11:00 am. All of the group members were there and they were preparing the materials for the sausage sizzle. Eric went inside the store to let the manager of The Depot know they were there. Mitch and Mary, along with two other group members, began to set up the grill and prepare the sausages, onions, and buns. It was interesting to watch the students working together, because while at face value a 'sausage sizzle' as a fundraiser does not sound too difficult to arrange, I was aware of how much time they had put into its planning. From one of their first meetings nearly two months previously, where they had the idea to do a 'sausage sizzle' in X-Town's city centre, to attempting to work with a local bus company to fundraise on buses, I knew these students had come a long way. Observing them today, after weeks of collaboration in the form of planning, to seeing them actually implementing their plans together and seeing their ideas coming to fruition in experience, made me realize that the value in this is not only in the implementation, but also in the planning, collaborating, and discussing of ideas together.

I watched as customers began to come and sausages were purchased and eaten. At this point the money was starting to accumulate and I overheard comments like, 'this is amazing,' 'I wasn't even sure it would work,' 'this is actually fun,' 'I think we might meet our goal'. On many occasions the customers were asking the students what they were fundraising for and why. I heard Mitch, Eric, and Mary and the others answering

these questions. I felt like they really knew what the money they were raising was going towards. Even I learned a lot today. The students were having a good time and it showed. Needless to say, but I felt the students were engaged in their project. All five students were on site from 11:00 am to 5:00 pm and today they wound up fundraising over \$150. They have more fundraisers over the next few days and I hope this has given them the start they need (field notes, September 25, 2009).

From these students' initial meeting to the final implementation of their fundraisers, it was possible to observe many of the elements they discussed in their interviews. From collaborating in groups on community identified projects that did not have obvious right or wrong answers, to being able to exercise free-thinking behavior with the purpose of helping a community organization while applying lessons from lectures, these students' experiences seem to have been positive influences on their engagement, both according to their interviews and observations of their actions.

Although Kara worked in a different group with a different community organization (Development Organization), the elements mentioned by her in the interviews were also observed in practice. Beyond the previous elements identified by Mary and Eric from their experiences, of relevance for Kara were the elements of working with her group members and the director of the community group (Development Organization). Furthermore, being able to think up her own ideas, be creative, and apply what was being learned from lectures to real-world cases were not only points of difference for Kara's Approach I service-learning experience, but were also important to her learning and engagement. This is addressed with the following observation of Kara.

During the DO ACGP team's meeting there was a moment where everything seemed to be stuck. They were sitting there, stumped, confused, and for lack of a better term, lost. It was like they had forgotten what they were supposed to be doing. At times it felt like the walls, ceiling and floor were moving in at a very slow, yet noticeable rate. The silence was the only thing present. I also noted how disengaged one of the students, Steven, seemed to be. He sat at the corner of the table with his arms crossed, leaning back in his chair. The eyes in the room were turning towards me as a potential advisor/tutor. I remained silent. Then, the silence was broken by Kara. She asked, 'Is it our job to create success or measure it for the Development Organization?' This led to a brief discussion that led to the answer of, 'measure it'. It was at this point that the meeting shifted. With the simple reiteration of the group's goal, to measure success

not create it, they started intensely brainstorming – not just throwing out ideas for the sake of throwing out ideas. There was no idea too crazy or impossible and no idea too easy or simple. In fact, I specifically noted what seemed to be a shift in Steven’s demeanor. While still being relatively quiet, he did lean forward and offer a few suggestions. The interaction blossomed and after about 30 minutes they began discussing the most viable ideas. At the end of the meeting they had 4-5 solid ideas and each of them took one that suited their skills and interest. They were to do initial work on their topics and come back together next week to discuss. At the end of the meeting one of the group members observed and said, ‘ideas flow better when you bounce them off people’ (field notes, August 19, 2009).

During this meeting, it was Kara who sparked the transition from what seemed to be a blocked discussion to one that became quite productive for the group. Of relevance to this shift is the attitude of Steven. It seemed his attitude and body language went from one of disconnection to one of interest and, potentially, engagement. Kara, by keeping the end-user community group in mind (Development Organization) and the goal they were trying to achieve, was able to help steer the discussion and generate what seemed to be the collaborative, creative environment where they could think up their own ideas while working as a group. She alluded to this later during one of her interviews. In this scenario, she influenced her group members’ experiences positively showing that, in group projects, each student can influence the experiences of other members in their group.

Interpretations of a different experience from moderately engaged students.

Looking into the experiences of students identified as having moderate engagement confirms the similarities among them and with students identified as having low engagement. While all of the students’ experiences have been influenced in many ways, apparently it is the differences that exist between what happens in a classroom environment compared to what happens during the out-of-the-classroom group service project that significantly impacts the students. This idea of a different experience is clearly stated by a moderately engaged student named Sage when she said, “it [class] was a good *mix of different things*... the *challenge* was *out of my comfort square*” (interview, Sage, October 20, 2009). The idea of comfort zone and challenge, coming from Sage is an interesting combination. Earlier in the semester

she sent me a poem entitled, *Only a Person Who Risks is Free* (Anonymous) that related to and described her choice to be involved in the ACGP component of the course.

To laugh is to risk appearing the fool.
 To weep is to risk appearing sentimental.
 To reach for another is to risk involvement.
 To expose your ideas, your dreams, before a crowd is to risk their loss.
 To love is to risk not being loved in return.
 To live is to risk dying.
 To believe is to risk despair.
 To try is to risk failure.
But risks must be taken, because the greatest hazard in life is to risk nothing.
The people, who risk nothing, do nothing, have nothing, are nothing.
 They may avoid suffering and sorrow,
but they cannot learn, feel, change, grow, love, live.
 Chained by their attitudes they are slaves; they have forfeited their freedom.
Only a person who risks is free
 (personal communication, Sage, August 21, 2009).

This poem was sent because in her first interview she told me she knew it was a risk for her to become involved in this project and that was the challenge that brought about the opportunity to depart her comfort zone and do something different.

Julie, another moderately engaged student, views the source of this difference as being between talking the walk versus “***walking the talk***”. With the ACGP, the students were able to walk the talk in contrast to taking part in only the classroom component. The moderately engaged students, Derek, Julie, and Sage, were all “***walking the talk***” with the Cousins Organization (CO). According to Sage, the group was wanting “to find out how Cousins Organization could form short or long term... relationships with corporate organizations to get resources, monetary funding and any other sort of support they could provide” (interview, Sage, October 20, 2009). Intuitively, the idea of “***walking the talk***” for a worthwhile purpose, represents the value students place on having the opportunity to apply what they learn for the benefit of an end-user.

Again, it is the differences that seem to be the source of division, originality, and uniqueness of the experience. Derek illuminated an important element of his experience with the ACGP.

I haven't really done that many projects like this, which have *involved group work* and stuff like that. It is *quite unique*. I've had one or two courses that have involved talking to people outside the university and to business people, but *nothing where you have been working with them to this extent*... I have *never had the opportunity to do* stuff like that in anything so far (interview, Derek, October 19, 2009).

Derek also recognized that, "before working in this project [ACGP]... *working in a group* and *interacting with others* was *not something* [he] *had much experience*" (reflection paper, Derek, 2009). Julie identified the uniqueness of her experiences within the context of the service component of the class. She said,

This is the *first class like this* I've had *at university*. I have *never attended any community work here*. I've *never really had the experience*, but *you are actually doing it for somebody else* and *you know that it is good*. We [group] were just *throwing out ideas* to each other, *seeing which* one was *most appropriate, not necessarily right* (interview, Julie, October 20, 2009).

Like Julie, for Sage it was her involvement in the service component of this class that was "very *different... quite unique...*" and like the others, she had "never done anything like this before". Moreover, she attributed the differences to the "*group project... practical side* of things... and [it] *is more personal*" (interview, Sage, October 20, 2009). She said,

This *is more personal*, the *group project*, it makes the class a bit more personal because *you end up meeting* and *knowing people in the class*. It was *more interesting and challenging* because *you had to get things done* or *you would let everyone else down*. In this [ACGP] you are actually *outside of the class experience* and you have this other experience where *you are still learning, doing all the theories* and *you realize it in the end* (interview, Sage, October 20, 2009).

Another integral difference was mentioned in an interview with Derek. This particular difference also suggests the value of having an end-user or purpose in an assignment, which is a critical observation of the Approach I service-learning experience. Service, in and of itself, may not be the catalyst for these students' experiences, but it is the service in

accordance with the end-user where they can see a purpose in their efforts that seems to make the difference. Derek said,

... having the goal to work towards is what would be the main thing. Compared to other classes, it *was not as structured*. That was one of the cool things. *It wasn't like we were told what we wanted to work towards*. That was one of the key things. *We* could sit down and *decide what we wanted to do* and that was one of the main points that came out of the focus group. Everyone felt they *got more reward for it* [ACGP], because they weren't told what they were supposed to do and weren't told what the end goal would be. The fact that *you set the goal yourselves* and *work towards achieving it* was one of the things *everyone found to be* the most *rewarding* (interview, Derek, October 19, 2009).

The reward Derek addresses here and attributes to being important to “*everyone*” is about meeting the end goal of each community organization. He also alluded to the aspect of structure, which is referring to an idea that the class was not designed around being “*told what we wanted to work towards*”. The idea of course structure is how Derek framed the opportunity for being allowed to “*decide what we wanted to do*... everyone felt they *got more reward for it*”. This demonstrates the relationship among the emergent elements of: free-thinking that is self-directed, the intrinsic, worthwhile nature of achieving their goal together and how the course was structured. It seems that the students viewed their projects as being about more than learning for the sake of learning. They viewed their efforts and outcomes as being part of a more rewarding process.

As noted previously, Derek, Sage, and Julie were all in the same group working with the same community organization. This passage illuminates the awareness of these students' community organization, the relationships developed, and interactions had with Mason, director of Cousins Organization. Of particular interest are the insights from observations made during these students' group interactions.

Today's meeting was interesting and served as a great departure point for this group. It was the Cousins Organization (CO) group's second meeting. In their first meeting (July 30, 2009), which only lasted 15-20 minutes they exchanged contact information and discussed some initial thoughts, but quickly arrived to consensus on the need to meet with Mason, the Director of CO to better understand their project. They thought Mason would be able to answer many of the questions they had and they knew it was

important to have these questions answered prior to venturing into their project. That was the point of today's (August 5, 2009) meeting, to discuss their project with Mason. All members and Mason were in attendance. Mason began by giving the background to CO and also provided a context for the particular project this group was working on (corporate support – e.g., corporate volunteering, expertise, or celebrity endorsements). After hearing about the organization's background and the project being explained, the discussion period began. In this discussion the students freely offered ideas. It was interesting to see when a question came up about an issue; the students were able to immediately address it with Mason. Mason discussed 'finding the bridge to link the two [business and CO]'. I tried to take note of the environment of the room and in reflection, I realize that it can be described as being one of interaction and consultation. After the meeting was over and everyone went their own ways, I saw Julie stop Mason and begin talking. I sidled their conversation and overheard her asking him about CO and how she could get further involved with what they do (field notes, July 30 and August 5, 2009).

From this observation, it is clear to see that Sage, Derek, and Julie were in a group where they were able to interact with other people. From these observations it is noted that the work these students were doing was going to be of value for CO and the meeting served as an example of the students' awareness that CO was a real organization with real needs as opposed to other inside the classroom exercises that might ask students to consider organizational case studies. The students had the opportunity to make the project their own and moreover had the guidance from Mason during the nascent stages of their project. It very much looked and felt like the type of interactive discussion and collaboration mentioned by Derek, Sage, and Julie, taking place among the students and Mason.

Of particular value for Derek was the extra effort he exerted when he travelled with Adriana, Assistant Director of CO, to the CO Board of Trustees meeting. This experience was valuable for Derek and was specifically mentioned in his interview. In an email from Derek to the rest of his group he reports what he had learned from the Board of Trustees.

Hi guys,

I went to the meeting with some of the CO board members and Adrianna from CO's office. It was really helpful talking to them and they are really supportive of our project. They are especially interested in any information that we can provide them from the corporate organizations. Just a few notes from them:

- When we speak to our businesses they suggested not using the CO name as they are going to try some follow up calling later themselves.
- Also they said if we wanted to talk to T-Electronics (an idea they were quite keen on) then the person to talk to is Lydia the PR person out there.
- Also with regard to speaking to The Newspaper they mentioned that The Newspaper is running a special on bullying that could work in really well.
- They said that perhaps we could look at talking to a group that market more directly to kids such as S-Sports.
- Also they suggested B-Bank as they are a more up and coming group who might be interested in a not-for-profit relationship.

Just thought I pass all this on and see what you guys thought. Also I can meet Wednesday if you want (LEARN email communication, Derek, August 25, 2009).

This email is important to note because in his interview, Derek sought to illuminate this particular experience. As a generalization, he mentioned that during his time at university he said he never had the opportunity to do something “*where you have been working with them* [people outside the university] *to this extent*”. More specifically with regard to how this particular experience influenced Derek, he said,

The most memorable thing will be... when I went and spoke to the board [of trustees] for CO. I saw the people who were working for CO and the things they were doing and... they were business men. They were out there trying to make a difference. Not just in ‘for profit,’ but by helping people as well. They were really committed to it... and that *made a bit of an impact on me*, getting to see that.

I have had the experience and I *saw the value* and saw the reward *you can get from helping people by volunteering* and *working for a not-for-profit*. I think that will be something that probably has *changed my opinion on that* in this course (interview, Derek, October 19, 2009).

Collectively, these passages of data recreate the experiences of the students and provide the context for being able to recognize the complex relationships that are established in an Approach I service-learning environment.

Interpretations of a different experience from highly engaged students. Like their low and moderately engaged peers, the highly engaged students in Approach I service-learning suggested that this was a different learning environment than they were used to at university. Mitch and Walter had similar perspectives on the differing elements of their time in an Approach I service-learning project, but Kam’s experience deviated slightly. Kam

seemed to have an outlier perspective on the class and ACGP. She was really the only one who did not align with her peers' initial contextualization of Approach I service-learning as being different from her previous university experiences. As demonstrated in the findings, this is clearly attributable to her previous classroom experiences and expectations; this is also suggestive of the relationship between the impact of service-learning on students and the frequency of their service-learning experiences.

As with students in the other engagement categories, Walter and Mitch identified what made their ACGP experience different from other classes. Walter said,

We *never* really *do anything like that* [ACGP] *in other classes*. It was *self-directed*. It felt very much *self-powered*... and we *could take whatever angle we wanted* (interview, Walter, October 19, 2009).

In describing his experience, Walter admitted, “*no one* is going to *tell you* exactly *what to do*. The best you will get is *guidance as opposed to instruction*. That was the best thing about it. We were *able to get creative*” (interview, Walter, October 19, 2009). In the following passage, he isolated an important element of his experience – recognizing the end-user of his team's project.

We finally got our presentation together to give to Mason [director of Cousins Organization]. *His feedback was very positive* and that was a *huge triumph*.

The ACGP definitely *helped with my engagement* because *I was learning these things* and *relating them to the group and the Cousins Organization*. *With that* in mind *I was able to keep engaged* (interview, Walter, October 19, 2009).

By recognizing the community organization as the end-user and benefactor of his team's efforts, he addressed an important element influencing his buy-in. This element is best symbolized in a short story entitled, “*Fences*” written by Walter (2009).

Fences can protect children from roads; prevent people from driving off the edge of cliffs; keep animals from wondering into places they are not wanted. To me, my fence was a learning experience that *taught me something about how I learn* and *the difference between practice and application*.

I was learning about fence construction with my uncle. I knew that it was important to build a strong fence to keep the cattle out from where they were not supposed to be.

To learn some of the basic ideas of constructing the fence, I had the chance of practicing the construction. I knew that this creation would not be the final version: this would not be entrusted with the task of keeping out cattle.

Working on the practice fence was like being in a university lecture: I developed an understanding of some key ideas, but did not have an understanding of their exact application. The practice fence was a learning exercise.

The ACGP I participated in with the Cousins Organization would be what I consider to be a real application. Although it was done as part of University, *it had real-world consequences*. I was able to look at *a real organization, with real issues and offer real solutions*. It was *not* simply *a case study*; it was *not a passage from a textbook*. It was *not a practice fence*, or a learning module offered as part of my apprenticeship. It was a *chance to really apply what I had been learning*.

The idea I am trying to communicate with my story is that I believe there is *a difference between* the kind of *learning* I experienced *within practice environments* (lecture theatre, constructing practice fences, or apprenticeship workshops), *and then applying this knowledge in an environment where there is an intended use*. With *an intended use in a real environment*, I had a *higher degree of emotional commitment*. I was *more concerned with the quality of the final product* and I *had a higher sense of purpose*. It is not that I do not value learning in practice environments, or that practice environments are ineffective – they are extremely important for my learning. It is that, to me, *practice environments cannot effectively emulate application of knowledge* (personal communication, Walter, 2009).

This short story symbolizes the building of “real” fences with an immediate purpose.

In this sense, there is an end-user, a “*real organization*,” an “*intended use in a real environment*,” for the ACGP’s, thus a “*higher degree of emotional commitment... concern with the quality of the final product... and a higher sense of purpose*”. This element provides the opportunity for students to do something that is worthwhile and useful for someone other than themselves and in return seems to influence their level of buy-in. Not only did the students seek to understand the concepts in class, they sought to utilize those relevant to the challenges they faced in their projects. In addition, this supports the Deweyian perspective that education is not preparation or practice for real life, education can be and is real life (Dewey, 1899). These aspects seem to be a fundamental difference between using Approach I service-learning versus using only lectures in a classroom.

For Walter, the service-learning component seemed to help meet his fundamental idea of what education is about.

People, knowledge and the application of this knowledge to help people is what education is really about to me. I feel that, at university, a lot of emphasis is placed on knowledge without its application. The ACGP has definitely been a better environment for facilitating personal growth – which, to me, is always growth that you experience with other (reflection paper, Walter, 2009).

In this, it is possible to identify some of the elements leading to Walter's different experience.

As Walter mentioned previously with regard to dealing with “real” things, Mitch had similar thoughts.

Ever since I have been at uni, that [having a lot of direction on assignments] is the way it has been so this [ACGP] is quite different, but I actually like it. I think from my experiences *I think the real-world will be more like what we are doing now*. They [employers] won't be like go do this, this, this and this, you know. That is why I really enjoy the ACGP, *it is a bit of a challenge* (interview, Mitch, August 17, 2009).

Mitch considered the ACGP as the source for different opportunities. He said he, “got to go out and *do something hands on*... They were *not making us memorize a whole bunch of facts and figures* or saying here is a piece of paper, go and write as much as you can. *We* actually got to *go out into the working world and apply some of our skills*.” He also recognized the interaction with others that was brought about by his ACGP involvement with his description of working with the local Gear Organization, his group members with, and other community members with “we were *doing something with each other* and *working with other people* (interview, Mitch, October, 22, 2009).

For Kam, on the other hand, the ACGP experience did not appear to have as much of an impact on her as it did with the other students from all of the engagement categories.

While her experiences were not altogether different from the other students, there was one particular element that was identified by the others, but was not as pertinent for Kam. In her reflection paper Kam wrote, “This project was *different* for me... *because I am an international student*. This *project* has *given* me the *opportunity to learn* more *about New*

Zealand and the people” (Kam, 2009). Kam was an international student from the United States (US) who spent the first semester of her final year (senior year) of university doing a study abroad trip to New Zealand. She had completed six of her eight semesters at a university in the US and was less than a year away from graduation. She recognized the ACGP as a great way to “*interact with others*,” “*take what was learned in class and apply it*,” and “*work on aspects of self without getting punished*,” but the approach itself was nothing new to her. She said, “this [ACGP] is pretty much how it is back home... *it seemed like any other group project I have had*” (interview, Kam, October 29, 2009). She described the widest disparity existing between the classroom lecture component of the course in New Zealand and her classroom experiences from the US.

The *classes* [classrooms here] *weren't too interactive*, but *that is where our project came in*. During class we weren't too involved, we just listened, that is where a big difference was. All of my management classes back home are group and project based... and the classes [classrooms] are a lot more interactive (interview, Kam, October 29, 2009).

She described her classroom experiences back in the US as being more interactive than her classroom experiences in New Zealand. At the same time, she was also aware that the ACGP was influential on her engagement. She said, “I really haven't had too many classes where *I have felt so engaged*” (interview, Kam, October 29, 2009). This is interesting because she has described her class lecture experience in New Zealand as being not too involved or interactive, especially compared to her university learning environments in the US. This feeling of engagement described by Kam, then, seems to be directly related to her involvement with the Approach I service-learning component.

While Kam, Mitch, and Walter worked with different not-for-profit organizations, they each addressed aspects of their experiences that were different from other classroom environments they had experienced at university. An important observation made during the first meeting with the Green Time Organization occurred when Kam offered an idea. This

was important to Kam's experience because in her final interview she identified the ACGP as a "*relaxed environment... [she would] not get punished... if something went wrong*" where she could work on issues and aspects she needed to develop. It was an interesting situation that is addressed from my field notes.

I showed up to the first meeting this student group had with the Green Time Organization (GTO). In attendance were all five members of the student group and three representatives from GTO. Jane, the Director of GTO, chaired the meeting. She started with a brief overview of her role and the purpose of GTO as the not-for-profit branch of the X-Town Police Department.

There was quite a bit of discussion occurring during this meeting. It seemed to be going well. The students were getting their ideas out there and getting feedback from Jane and the others. I noticed Kam was the only student who had not offered any ideas. She was just sitting there listening or daydreaming, it was difficult to tell. Then after about 45 minutes she spoke up and offered an interesting perspective. Her idea was on the topic of creating a system for the police to reward good behavior. It was thought that this would help with the image of GTO and the X-Town Police. This was a Green Time bucks/dollars program. Jane gave her some feedback and said she thought it was a good idea and perhaps the student group should run with it. From here, Kam was more vocally involved (field notes, August 12, 2009).

In her final interview when asked why she participated in the ACGP, she identified her desire to work on specific areas of her development. Some of those areas were, "*coming up with more ideas... becoming more involved... during discussions and things like that*"

(interview, Kam, October 29, 2009). In accordance with this perspective, in her reflection paper Kam wrote the following:

At the beginning of our first meeting there was nothing really happening, we were at a standstill. I did not know exactly what GTO wanted from us, and they did not know what they wanted. *There was a lot of talking and ideas going around, but it wasn't until we got a dialogue that things started getting done.* We all started to see where we were needed and it then became easier for us to come up with ideas. I know that at *one point my thoughts changed from 'what does GTO want from me' to 'what can I do to help GTO'.* At that point *I began to feel engaged in the project* (Kam, 2009).

Looking back on these field notes and this particular meeting, it was like she flipped a switch at that moment in the meeting and said to herself, 'I am going to work on these areas'.

Moreover, she directly mentioned the idea of dialogue and the influence it had on her engagement. This is followed up more thoroughly in one of the following sections, which

directly addresses the relationship between Approach I service-learning experiences and student engagement. While this can only be inferred from the data collected, it does explain her choice and reasoning behind participating in the ACGP. She saw it as a way to develop in a relaxed environment and clarified this idea of a relaxed environment as being one where you cannot get fired or punished if something goes wrong. Essentially, she recognized this as a safe environment to practice new things.

As a slightly deviated example, a note on Kam is necessary here. The university history of Kam influenced her distinctive perspective. This is not surprising because previous and current experiences, among other factors, are used to construct what students know and how they interpret what they know. This is akin to Dewey's principles of continuity and interaction (Dewey, 1938) where past, present, and future experiences and transactions of a learner are important and highly influential to the educative process. In this, Kam's experiences coming from the US influenced her interpretation of Approach I service-learning. Kam had been involved in group projects, interactive classrooms, and civic engagement classes before. In this sense her experiences were not novel, but due to the context of being in a different country and culture, she recognizes this aspect as a particular departure from her norm. It appears her experiences in a New Zealand service-learning environment were valuable for her development and learning.

Mitch, of the highly engaged category, was working with the Gear Organization with Eric and Mary who were both in the low engagement category. The observation discussed earlier involving this group's first meeting and their first fundraising initiative serves as a relevant data source for understanding Mitch's experience. Specifically, Mitch's initial role as facilitator at the first meeting was an example of him getting to "*do something with... other [s]*" and "*work with other people*". He immediately took the position of facilitator in that first meeting and seemed to serve in this capacity for the remainder of the project. Also,

with regard to “*go [ing] out into the working world and apply [ing] some of our skills,*” I believe this was observed not only in the planning stages leading up to the implementation of their fundraisers, but also during the fundraisers. Mitch was there, “*doing something hands on...*” and in this opportunity he recognized the value of these types of experiences and has “*learned how to deal with different people*” (interview, Mitch, October 22, 2009).

For his group, Walter, who was identified as being highly engaged, was the deal closer and the encourager. In the presentation he and his group gave to CO and the presentation they gave to the class, he was the final person to speak. I noted this particular factor. While in the group meetings he came across as open minded and as a well versed listener with many ideas, he was not necessarily the facilitator of the group. He offered ideas and seemed to be the motivator of the group. In fact, at their first meeting the group assigned initial roles and responsibilities to make sure everyone was on the same page. Walter was appointed to the role referred to as “motivator”.

I rode with Walter to his group’s presentation to the CO Director [Mason] today. On the way there he was telling me, ‘I need to get there a bit early in case any of my group members need to be pumped up’. I asked him what he meant by ‘pumped up’. He then went on to discuss how he did not only see himself stepping outside of his comfort zone performing the responsibilities of the ACGP, he saw others doing the same. He said it was his responsibility to help his fellow group members’ step outside of their comfort zones, especially in aspects he could help, like public speaking (field notes, September 21, 2009).

This was an interesting interaction with Walter, because later during an interview he discussed it once again. This time it was in the context of his different experience within the ACGP and its related to being out of his comfort zone he said, “I think *not just my own comfort zone*, but *other peoples’ comfort zones*, when I was able to help them leave theirs and grow personally, *I grew personally by helping them*” (interview, Walter, October 19, 2009). In this, Walter identified an integral aspect of his service-learning experience as doing something different and in having interactions with his group.

More than just being a number in a class of many, these students appear to have done something different to what they were used to doing. They were involved in a learning environment that was described by the students as being original, different, and unique. These students have identified many of the important elements that led them to seeing their experiences as being different both from their classmates and from their past experiences. With regard to what students experience in an Approach I service-learning course, clearly it is something different from what is typically encountered.

An emergent categorization of the different experiences identified by low, moderate, and highly engaged students. There are specific elements that serve as the source for understanding these students' different experiences that appeared to be fundamentally different from anything else they had experienced at university. Some of those *differing* unitized elements have been extrapolated, initially categorized, and are introduced in the following table (Table 5.3). Moreover, these *differing* unitized elements have been categorized into emergent categories. Those categories are noted at the top of each column in the table and they are: Involvement and Collaboration; Creativity, Self, and Application; and Growth, Value, and Contribution. These serve as the initial, emergent categories, which are the precursors to the broader themes that are described in Chapter 6.

Elements Identified as Different Experiences for Approach I Students		
Involvement & Collaboration	Creativity, Self, & Application	Growth, Value, & Contribution
great time working with the DO's director	level of creativity	learned more about myself
the group project was really enjoyable	level of free thinking behaviour	learned more about what I am capable of accomplishing
working in a group is something I value	you would never have the option to do something like this in another class	achieved things we initially did not believe would be possible
we are not given much opportunity to do this in other classes	I would not know if they [teachers] would trust you	the ACGP was deep and intense service
it was a different kind of lack of structure	you actually learn something during the project doing something different	we actually went out and raised funds
I do not think there are any other classes where we interact like this	allowed to do more of what we wanted to do	we were able to help the international community
mixed with a great group of people	we were more respected for our decisions	I had never really done anything so interactive where you could see the outcome
made new friends	there weren't any right or wrong answers	it was cool to know exactly what we did
I was actually counted for something... was not just 1 of 150	there was not necessarily a right way of doing things	I was actually counted for something... was not just 1 of 150
collaborated with others	came up with new ideas	we really achieved something
I got to know a lot of other people	we never do anything as self-directed as ACGP in other classes	I felt I was truly there [at their fundraiser] for a purpose
there was quite a bit of collaboration	students wrapped their heads around what they could accomplish through their project	I felt very lucky to be a part of it
students were learning to work with each other and trying to feel each other out	students had the attitude that there were no wrong suggestions	it was a good mix of different things... the challenge was out of my comfort square
the value is not only in the implementation, but the planning and collaborating together	the value is not only in the implementation, but in the discussing of ideas together	risks must be taken, because the greatest hazard in life is to risk nothing
at the end of the meeting they had 4-5 solid ideas	walking the talk versus talking the walk	the people who risk nothing, do nothing, have nothing, are nothing
each member took one that suited their skills and interest	it was self powered and we could take whatever angle we wanted	they cannot learn, feel, change, grow, love, live...
one group member observed and said, 'Ideas flow better when you bounce them off people'.	we were throwing ideas to each other, seeing which one was most appropriate, not necessarily right	only a person who risks I free
I haven't done many projects like this involving group work	it was more interesting and challenging	this is the first class like this I've had at university, I've never attended community work here
nothing where you have been working with them [business people] to this extent	the group project... [was the] practical side of things, and is more personal	you are actually doing it for somebody else
working in a group and interacting with others was not something I had much experience	not as structured, that was one of the cool things	you know that it is good
it is more personal, the group project	It wasn't like we were told what we wanted to work towards, that was a key thing	having the goal to work towards would be the main thing [value of having an end-user]
you end up meeting and knowing people in the class	we could decide what we wanted to do	everyone felt they got more reward for it [ACGP], because they weren't told what to do
you had to get things done or you would let everyone else down	you set the goals yourselves and work towards achieving it	they [Cousin's board of directors] were out there trying to make a difference
you are actually outside of the class experience	no one is going to tell you exactly what to do	not just in 'for profit', but by helping people too, that made an impact on me, seeing that
you have this other experience where you are still learning, doing all the theories, and you realise it in the end	the best you will get is guidance as opposed to instruction and that was the best thing about it	setting the goals and working towards it was one of the things everyone found to be most rewarding
we got our presentation together for Mason, his feedback was very positive, that was a huge triumph	we were able to get creative	I've had the experience, I saw the value and reward you can get from helping people by volunteering
when a question came up about an issue; they were able to address it with Mason	ACGP helped with engagement, I was learning things and relating them to the group and CO	that will be something that changed my opinion on that [service] in this course
students freely offered ideas	with this in mind, I was able to keep engaged	the ACGP taught me something about how I learn
we were doing something with each other and working with other people	the ACGP taught me the difference between practice and application	I was more concerned with the quality of the final product
the ACGP gave me the opportunity to learn more about NZ and the people	the ACGP was real application, because it had real world consequences	I had a higher sense of purpose
classes weren't too interactive, but that is where the ACGP came in	it was based on a real organisation, with real issues, and we offered real solutions	with an intended use in a real environment, I had a higher degree of emotional commitment
back home [US] my classes are group and project based, the classes are a lot more interactive	it wasn't a 'practice fence' it was a chance to apply what I'd been learning	practice environments cannot effectively emulate application of knowledge
	the real world will be more like what we are doing now [ACGP]	the ACGP has been a better environment for facilitating personal growth
	the ACGP was a bit of a challenge, that is why I really enjoyed it	personal growth is always growth you experience with others
		It helped me leave not just my own comfort zone, but other peoples'
		when I helped them leave theirs, I grew personally by helping them

Table 5.3. Unitized Data Emphasizing Categorically the Different Experiences had by Students in Approach I Service-Learning.

These elements have emerged from the data and highlight the differing nature of the students' experiences when juxtaposed with their other university classes. The opportunity to work in small groups with not-for-profit community organizations in an environment that generates free-thinking, collaboration, interaction, and achievement of valued outcomes, appears to be the foundation and source for the students' access to different experiences. These acknowledged elements of difference could be an inspiration for instructors and institutions to develop and support enhanced learning experiences generally and various other outcomes specifically.

Research Question Two: Addressing the Outcomes of Approach I Service-Learning

RQ2. How do these students' experiences relate to an established model of service-learning (Clayton et al., 2005) and the outcomes typically attributed to it?

Having insight into the experiences and perspectives of students in an Approach I service-learning course sets the stage for determining the many existing relationships. These experiences are further explored in relation to an established theoretical model of service-learning (Clayton et al., 2005; see Figure 2.4). Unpacking these experiences further, in light of the relationships they connect with, serves as the next link in the chain for a better understanding of the influence that Approach I service-learning may have had on student engagement. Moreover, the actuality of these relationships led to the presentation of a practical model that demonstrates the value of service-learning in a New Zealand context. The complexities of the events and experiences, functioning as the silent partners in service-learning's relationships, have been analyzed in the previous section. While complex in nature, it is with the extrapolated categories that I have attempted to frame the student experience in an Approach I service-learning course. That the emergent categories may serve

as a means to better understand experiences of these students would serve as a departure point for illuminating, describing, and demonstrating the relationships of Approach I service-learning. A deeper inquiry into these existing relationships illustrated their connections. A confirmation of these relationships and their connections to service-learning is essential to understanding how Approach I service-learning can influence a student's engagement.

Service-learning outcomes from students identified as lowly engaged. With regard to the relationships illustrated by the Clayton et al. (2005) established model of service-learning, service-learning has been recognized as having strong, influential relationships with personal growth, academic enhancement, and civic engagement. These relationships' transition from theoretical to actual is recognized by the students from differing engagement backgrounds and contextualized by their experiences. To begin the demonstration of these relationships, a lowly engaged student, Mary, first recollected the words of her mother, and then continued by illuminating the augmentation of her academic learning environment and the specific factor of service.

My mom used to say I was so, so shy, and I feel like now, I don't know whether it is specifically because of this [ACGP], but obviously the project [ACGP] contributed. *I feel a lot more ready to make my own decisions and be outgoing* (interview, Mary, October 20, 2009).

For Mary, the ACGP created a learning environment that cultivated her self-confidence. "I am a lot *more confident in my own abilities* at university". It is the fostering of an enhanced academic environment such as this that seemed to have augmented her overall experience.

For example, Mary recognized the learning opportunities connected to the ACGP.

The project has given me the ability to *apply a lot of concepts that we learned. We ended up joking about them* through the course. We would do something and be like, oh that was a good *example of 'flow'*, or that was a 'generative conversation', but in doing that we were *seeing how things could be applied even if we were joking* about it. I can always *back up* what Tim [lecturer] said *with examples* of different things that have *happened*... (interview, Mary, October 20, 2009).

The different academic environment was brought about by many elements. For example, in this passage there are identifiable elements vitalizing the relationship between service-learning and academic enhancement. The opportunity to *apply what was learned*, the example of *joking about them* [theories] demonstrates interaction among her group members, and finally the experiential frame of reference allowing Mary to *back up* [lectures] *with examples that happened*, serve as tangible elements supporting the relationship between service-learning and academic enhancement for Mary.

In addition, the characteristic of having an end-user seemed to contribute to Mary's overall experience. She identified a specific triumphant moment, among many, for her and her group. At the local Gear Organization meeting and with regard to the money they fundraised, Mary said, "*being able to actually, physically, hand over the cash*, that was quite cool". In describing service-learning, Mary said, "it is *learning through serving something*... it is more that you are *interacting* and *being engaged with the community* or other *students* and you are *learning through actions or doing something* rather than just reading a textbook" (interview, Mary, October 20, 2009). In this description of service-learning, she has illuminated many key elements in this pedagogical equation. She mentioned, *learning through serving, interaction, being engaged with the community, being engaged with other students, learning through actions*, and *learning through doing something*. It is these fundamental elements of service-learning identified by Mary that were also described as being different from other classroom experiences. Furthermore, it is these differences, which equate to service-learning, that establish and influence the relationships of service-learning.

The opportunities available in an enhanced academic environment can be associated with the other relationship between service-learning and personal growth. Mary attributes her growth to, "the fact [she] was *actively involved* in something and *felt* like [she] *had* really

achieved something, not just on paper, but in the skills learnt and the fact *we had done these things*... and *met these other people*". In reflecting on her experience, Mary said, "I am now *more confident in* my own *abilities*" and later provided an example alluding to how her confidence came about.

As *we* had to *collaborate ideas* and *learn to work well as a team*, I have *developed skills in leadership* and *dealing with different learning styles* and *levels of focus*, which I believe will be *invaluable within the workforce* (reflection paper, Mary, 2009).

These opportunities to *collaborate on ideas with* her *peers* and be *actively involved in* her *project* seem to not only strengthen the relationship between her service-learning experience and personal growth, but also were the core factors of how her academic environment was enhanced.

Parallel to this relationship another lowly engaged student, Kara, initially invoked the idea of maturity to describe how her experiences in the ACGP aided her growth and development. This idea of maturity, leading to Kara's growth and development, appears to be attributed by her to the opportunities found in an Approach I service-learning environment.

It is not really *maturity*, but *that sort of area*. That is not really the right word. In the sense of *coming to grips with the whole team dynamics* and *working with another organization* and all that sort of thing. You sort of have to be a bit [mature]... it is hard to word it (interview, Kara, October 14, 2009).

She attributed this "*sort of area*" of *maturity* as being stimulated by "*coming to grips*" with her *team* and an outside *organization*.

Her academic environment was enhanced due to the coming together of many factors. From *team dynamics* to "*seeing how a non-profit organization works*" and from "*hands-on, creativity*" to experiencing "*what you will be doing in the real-world*", there is an enhancement of the learning environment and myriad possibilities for growth in "*that sort of area*" of maturity. Moreover, the interaction with an outside organization in an academic environment is something Kara had never done before and it was "*a challenge* for [her] *to*

venture into that new field, voluntary sort of work” (interview, Kara, October 14, 2009). In her reflection paper, she specifically mentioned one of the best parts of working with the Development Organization was getting to “*test out one of our four ideas*”. For her, this was one of the best parts because,

We [her group] got to go out there and see what the director had been telling us about for so long. *We got to experience the atmosphere*, and we also got to *experience firsthand what the ideas* we had been coming up with *were measuring* (Kara, 2009).

Personal growth is more brightly illuminated in Kara’s transformation from someone who thought that what she said might be viewed as hopeless to someone who recognized that, “*everyone has their own ideas and opinions* about stuff and it is *better to throw it out there and see what other people think*” (interview, Kara, October 14, 2009). She also referred to this transformation in the context of her comfort zone.

At the start I was just sort of sitting there listening to other people’s ideas, but then closer *towards the end I* was able to *express* some of *my ideas*, so I sort of *reached out of the comfort zone* and once I did, I realized, wow, *this is not actually so bad* (interview, Kara, October 14, 2009).

While being involved in something she was not used to doing, Kara found the opportunity for interacting with other people and working as part of a team to achieve a goal to be extremely valuable. Particularly, these elements reinforced the relationship between service-learning and personal growth.

In addition, Kara framed the ACGP as, “it is the *practical side of things. It is the doing*. That was really good... other classes you have to remember all these definitions and then you have a test on them, whereas this class... *you actually have to get* [understand] *them*... you *can’t just memorize* all the things and *get the test right*”. This passage illuminates the shift in learning from memorization to understanding, applying, synthesizing, and other higher levels of intellectual activities. This is indicative of a learning environment that requires students to “*apply real-world cases... be creative and think up your own ideas and work as a group*” and one that supports the “*practical side*” of the theoretical (interview,

Kara, October 14, 2009). The practical, doing, and application side of things is also indicative of an academic environment that has been changed, according to the research participants, for the better.

Like his lowly engaged peers Kara and Mary, Eric recognized the value of the opportunities brought about by service-learning; specifically, the enhanced academic environment that seemed to endorse his personal growth. Eric felt that through the experiences in his ACGP he became, “a bit more serious... normally I would be a bit slack with the classes... *I have definitely become a better student*” (interview, Eric, October 21, 2009). He recognized the ACGP as a catalyst for keeping his involvement level high in the class. He said he grew socially and he learned that he “could possibly do a bit of public speaking without dying... freaking out and that it is *not so hard to communicate with the community*... if you have a *good cause* and you *want to do something, you can* do it. *Anyone can step up and accomplish a goal if they wanted to*” (interview, Eric, October 21, 2009). This passage also represents Eric’s perception shift in his potential involvement with the community.

We went out and raised funds and were able to *help the international community. I had never really helped* besides putting a dollar in the bin, so I had never really *done anything so interactive*... where *you could* actually *see the outcome* (interview, Eric, October 21, 2009).

He then referred to the dichotomy that exists between his previous class experiences and this one. With respect to other classes he said, “I actually *memorize* these [test] questions, so *not too much personal growth*... other than trying to become a bit more responsible”. Consider that feeling juxtaposed to his reflection on his Approach I service-learning experience.

Besides [developing] *general confidence, thoughts* and *ideas from the class* that you can actually *put into real life* and the theories and different ideas of how to motivate people and how to do it [the project]. Lots of the *theories from this class you actually will use, not just memorize* that or... definitions. *It is* something that is *useful* (interview, Eric, October 21, 2009).

These data provide insight into the relationship that exists between service-learning and personal growth and service-learning and academic enhancement.

In Eric's case, the academic element of the course seemed to have been enhanced by the "*respect*" and "*trust*" needed to "*represent the University and Gear Organization*" and the shift from "*being a number*" to "*actually being a part of it* [class]". Eric put it this way, "I actually got a bit *more involved in this class* than I normally would *because of the project* [ACGP]... [I was] *being a part of it* versus *being a person in the back of the room* that would have never even talked to anyone" (interview, Eric, October 21, 2009). This passage demonstrates the link between the ACGP, the shift in Eric's academic learning environment and the subsequent involvement generated by becoming more than a "*person in the back of the room*". The different opportunities attributed to the ACGP enhanced Eric's learning environment and in this he recognized this relationship.

Service-learning outcomes from moderately engaged perspectives. Much like the service-learning experiences of the lowly engaged, the moderately engaged students' had experiences that supported the established relationships of service-learning presented in the Clayton et al. (2005) theoretical model (see Figure 2.4). In her reflection paper, Sage described this relationship and alluded to the process by which it occurs.

While doing this [ACGP] I experienced the feeling of *pushing my limits*. I am usually a person who likes *being within my comfort zone*, so *taking steps outside* is a *new experience* for me that I thoroughly *enjoyed discovering*.

Overall, doing the ACGP has been very *worthwhile* to me as I have learnt to *push myself past* what I thought were *my limits* and have *discovered new boundaries* that I can now *push myself towards*. I also *learn better applying what has been learnt in class to the real-world*, which is *learning from doing*, not learning from reading (Sage, 2009).

This process by which the relationship between service-learning and personal growth occurs seems to be contextualized by the idea of doing something different or "*pushing my limits*".

By pushing their limits, these students seemed to have had the opportunity to grow

personally. This being said, it is important to identify the relating elements that may have been influential in pushing Sage's limits particularly and the other students' generally.

The elements that may have been influential in pushing Sage's limits are apparent in the data collected from her. She identified the following elements as being deviations from her typical classroom experience and it is these deviations that seem to have been the catalysts for pushing her limits and perpetuating her engagement. The elements were: "the *practical side* of things," "you *get something at the end* of it, you get *a result*... as in a *reaction from someone else* or *acknowledgement* from someone else, or *feedback*," "outside the class experience... where *you learn from it, doing* all the theories... and *forming those personal relationships*". In fact, Sage directly stated, "... if the group project wasn't around, I probably would have not grown as much". Of importance is the detail about getting "a *reaction from someone else* or *acknowledgment*... or *feedback*". Knowing that the community organization was there was an influential factor in the work Sage's group was doing and their correlated buy-in she continually mentioned the concern of "let[ting] everyone down" and everyone includes herself, her group, and her group's community organization. Because there was an end benefactor of the project she was working on with fellow group members, there were more sources of motivation and buy-in than she was used to having. This realization on Sage's part suggests that her experiences with the ACGP were a source for her personal growth and community engagement. From a more general context, the other students also identified the difference in experiences and opportunities they had in their ACGP as being an integral component. These different experiences appeared to be the sources for other students to push their limits and face new challenges.

Julie, another moderately engaged student, looked at her growth in context of working with other people. She distinguished the value of her ACGP experience as being based on her interactions with her team. She said,

...in the future I will be working with other people and if I was to work alone in an organization, then I wouldn't get far, would I? So I think **teamwork** would be the best thing. Because some people, if they work alone too long, are just too stubborn and they think their idea is the best, but you have to learn to go midway with someone... **compromising is a threshold** anybody can **possess by trying** (interview, Julie, October 20, 2009).

From this teamwork that she experienced during the ACGP, Julie recognized how far she had come during her time at university. She acknowledged this growth as the development of patience, which she was able to see during the ACGP.

My patience did start growing when I attended uni... but I felt it was really strong when I started the ACGP. I didn't know it was growing on me, but then once I was in the ACGP, **working with other people, I felt I had more patience than before. Before I would jump to conclusions ... I didn't think of what is in between.** Even now, when I talk to my mom... she was just thinking about how much I have grown on my own (interview, Julie, October 20, 2009).

Due to her experiences with the ACGP, Julie identified and appreciated her growth by becoming aware of "**what is in between**". Instead of jumping to conclusions in an impatient manner as she previously would have done, she had learned to approach situations more patiently through the ACGP. In addition to developing personally, the ACGP also seems to have given Julie an identity beyond being a student. In explaining how it felt to have a community partner, Julie said, "**I feel like I am an employee** of Cousins Organization and I am providing them with all the strategies that they can do to have that [corporate] partnership" (interview, Julie, August 18, 2009). An important aspect of the ACGP was the feeling Julie had when, "you are actually **doing it** [the project] **for somebody else** and you know that it is good" (interview, Julie, October 20, 2009). Julie described this investment in the community partner as being an influential factor in the effort she put into it.

Similar to Julie and Sage, moderately engaged Derek recognized the relationship between service-learning and his growth, and attributed his interactions with his peers and community organization as a key to this relationship.

I feel through the course of this ACGP **I have really grown and developed.** Before working in this project **I was confident and comfortable with my ability to work**

independently; however, *working in a group and interacting with others was not something I had much experience*. My work with Cousins Organization has *taught me not only to interact with my team mates and work effectively with them*, but also it has *shown me how valuable interacting with outside organizations is* (interview, Derek, October 19, 2009).

Another example Derek gave about the relationship between service-learning and his growth is related to the community involvement component of the project. Before his ACGP experience, Derek says he would have described “*volunteer work in the not for profit sector as something impractical*... something you would do if you had a bit of spare time or whatever. I have learned that *it is important to have the service side of things*” (interview, Derek, October 19, 2009). He linked this example of growth with a specific topic discussed in the course. “About ‘*calling*’... like the examples they give in the book, I think, with my personal growth, *it sort of opened that idea to me*... it has made me see that *it isn’t just a story, it is something that could happen*”. After his involvement in the ACGP Derek became president of the university student government, served as the representative of Clubs and Societies at his university and led the development of the university volunteer centre, which serves as an intermediary between university students and local X-Town volunteer organizations.

Because the students have come into the course with different backgrounds, plans, and experiences, the common source for their growth was the enhanced academic environment created in Approach I service-learning. An environment designed around the fundamental aspects of group interaction or working together, learning by experience, applying lessons learned from classroom lectures and readings, while working with real-world issues benefiting an end-user organization, is a recipe for service-learning and seemed to contain the right ingredients for stimulating their engagement.

This is evidenced in Derek’s reflection paper where he noted the ACGP not only taught him,

...the theoretical importance of these skills, but *it gave me a direct, practical opportunity to develop and apply them*. In light of this practical experience, some of the theories outlined in class take on a new, more significant meaning.

[On the holistic model of leadership] Throughout the course of this project I have seen the truth in this finding (Derek, 2009).

Comparably, Sage originally recognized the ACGP as a, “*different way to learn, a better... more suitable way for me to learn*”. Sage later described the ACGP as,

I see the relationship between me studying for the test and I have already gone through a lot of those theories from the project itself, you know putting it in our presentation, putting it in our personal reflection, discussing it with the group. We went through every single topic of the lectures... about what theories we were going to use that applied to us, so it is almost like I have done the pre-work to the exam study. *Almost every topic we covered in class, there was a little part of it in our project that applied to it* [project] (interview, Sage, October 20, 2009).

While aware that in the ACGP, “You are actually *doing it for somebody else* and *you know that it is good*,” Julie expressed her perspective on how it was the opportunity for her to “*walk the talk*”. She then determined that when one is walking the talk, they “remember everything” and can demonstrate the value of learning and applying class material.

This feeling of having learned the academic content of the course in a deep and meaningful way was repeatedly mentioned in their reflection papers and group presentations. In those presentations each student identified three to four theories that were applicable to their ACGP experiences, further demonstrating the essential role that the ACGP played in their course experience. According to these moderately engaged students, much of what was discussed in class was brought to life by the Approach I service-learning component.

Service-learning outcomes from students identified as highly engaged. Like their lowly and moderately engaged classmates, the highly engaged students had experiences that aligned with the outcomes illustrated in the Clayton et al. (2005) established model of service-learning (see Figure 2.4). Just as the extent and strength of the relationships within the Clayton et al. (2005) model varied for the lowly and moderately engaged students, a similar situation developed for the highly engaged. The highly engaged students in Approach

I service-learning have differing extents of relationships with the outcomes illustrated in the Clayton et al. (2005) model. This is further explored and illuminated in the data collected from the highly engaged students participating in Approach I service-learning.

Similar to the other students in this study from the Approach I class, it appears that the service-learning experience enhanced their academic environment. This was demonstrated in Walter, Mitch, and Kam's description of their service-learning experiences. Kam reflected in her paper, "I think *the best way to learn things is by doing*, and *we were able to do that*. We *took what we learned in class* and *applied it to our project*" (Kam, 2009). For her to apply what was being learned in class brought about the opportunity for her to experience her idea of "the best way to learn", which is "by doing". Kam further described how service-learning had enhanced her academic environment with,

I really like the project [ACGP], just having the experience of *having to go and work with another group*, because *I think that is the best way to learn*. You can *learn about concepts and everything you want in class*, but *if you* actually go out and *use them; that is the greatest thing*. We are *experiencing real-world scenarios*. For *a job*, we are going to have to *go out and work with other people*, and I think that is awesome. We are doing that in this class just to get some *experience* (interview, Kam, August 17, 2009).

For Kam, the opportunities to "*go and work with another group... experience real-world scenarios*", and take what she learned in class "*and app[ly] it to our project*" were the factors that enhanced her academic environment and she viewed access to these opportunities as relevant factors for the best way of learning.

Walter and Mitch also discussed elements that indicate their belief that this was an enhanced academic environment. In his reflection paper, Walter discussed an intellectual epiphany for the ideas and concepts discussed in class with,

I think the *application of principles and ideas discussed in class* has *brought concepts out of the pages and diagrams*, and *into my conscious mind*.

I think that *being able to learn with others* in such a way that *facilitates full interaction*, using all available learning mediums (written, pictorial, kinetic, audio and visual), is *the best opportunity anyone can be given* (Walter, 2009).

These excerpts mark the shift that occurred when academic content (e.g., principles, ideas, or concepts from pages and diagrams in textbooks) is not solely memorized, but applied. In Walter's case the shift brought the academic content into his conscious mind. This recognition was further described by Walter in one of his interviews where he compared the ACGP to his other class experiences.

Class is class; you can go in there and hide in a corner. ***When you are in a smaller group, you go out and meet people.*** All of a sudden, people know who you are and they're talking to you and you really can't hide behind anyone if you don't know the answers. In group work there's ***nowhere to hide if you're not contributing*** (interview, Walter, August 12, 2009).

Walter's thoughts and perspectives on his service-learning experience led to recognizing additional lessons learned such as "***being able to learn with others***" through the "***application of principles and ideas discussed in class***" and the "***theories we applied in our ACGP*** are definitely going to be ***the ones that we know better than the other ones***" (interview, Walter, October 19, 2009).

Mitch was also aware of how his experiences with service-learning shifted his perspective of learning not being confined to the classroom. A description of Mitch's view of this being an enhanced academic environment was in an observation he made in his reflection paper. This observation came from his application of Csikszentmihalyi's concept of "flow" in his reflection paper, which had also been discussed in class.

I experienced flow during my project many times. Our first meeting with Lane Perry, we were in one of the library meeting rooms. It was 3pm and we were there to discuss what needed to be done and how to fundraise. The first 40 minutes were not unproductive, but we did not get any ideas. However, after a while we all just seemed to churn out ideas. ***We were all in a state of flow and idea after idea was put to paper. We had just had the lecture about flow and someone mentioned, 'I think we just experienced flow'*** (Mitch, 2009).

His reflection and explanation of flow theory demonstrated how his interactions with other students in a free-thinking academic environment enabled him to more clearly understand and experience a theoretical concept. While this is only one example of his enhanced academic

experience, there were many other examples given. This is an interesting observation on Mitch's part because at the beginning of the semester I asked him a question about why the theories from the lecture component were not being applied more in the ACGP component of the course. He responded,

I just think because *we are used to having*, for *our assignments* and stuff, *they* [instructors] *tell us exactly what to do*. They are like *use these, list a set of things*, or something, but in this one it really hasn't stated that.

Ever since I have been at uni, that is the way it has been, so this is quite different, but *I actually like it* (interview, Mitch, August 17, 2009).

From this statement it is clear to see the shift Mitch experienced during his time as a student in Approach I service-learning where he went from recognizing that his other or previous university assignments "*tell us exactly what to do*" and the ACGP did not.

From these new opportunities in an academically enhanced environment, the highly engaged students also appeared to achieve the outcome of personal growth. As in the Clayton et al. (2005) model, there was an overlap among the outcomes and it appears that it was the opportunities brought about by service-learning that led to these students' perception of growth.

As an example of the relationship between these students' service-learning experiences and personal growth, Walter stated, "*Learning with others and getting to know them as I learn new things has greatly added to my personal growth*" and that "The *group case study* had definitely been a *better environment for facilitating personal growth* – which, to me is always *growth that you experience with others*" (Walter, 2009). Walter believed "most of [his] *personal growth comes from interactions with other people*" (interview, Walter, October, 19, 2009). He continued by specifically connecting his growth with community involvement and interaction with people.

I like the idea of engagement and involvement with the community because I have definitely undergone most of my personal growth and development while I have been... volunteering my time. *Learning from other people*, because *people teach*

better than books do, because you remember the way someone said something. When you learn from other people and people in the community... you're more open to all of their ideas when there is that personal element (interview, Walter, October 19, 2009).

An example of Walter's personal growth came when he, "first made friends with the person [he] was having the most trouble getting along with in the group". He then explained how this happened by using a specific theory (Scharmer's Four Levels of Listening) that had been taught in one of his class lectures with,

I think the easiest way to describe this was when we moved from attentive stages through into the empathetic and into the generative stage of listening. When I moved into the generative stage of listening with this person, a generative stage of conversation, that was definitely the most rewarding in terms of personal growth for me...

...dealing with this person put me out of my comfort zone (interview, Walter, October 19, 2009).

Walter's reflections eloquently describe an ideal overlap of academic, service, and reflective activities to achieve the outcomes of intellectual, civic, and personal development. However, while Walter recognized the community and civic value of his service-learning experience, he also noted that a compulsory component like the ACGP may fall short of its purpose: "I think people have to want to give. I do not think you can force somebody to give of themselves. If you give half-heartedly when it comes to something like this, it is not the same" (interview, Walter, October 19, 2009). Finally, Walter established his ultimate goal from a service-learning experience as, "I think that *understanding other people is the most important thing one can learn from community and group work*" (reflection paper, Walter, 2009).

Similar to Walter's belief that the most important outcome of service-learning has to do with interacting with others; Mitch recalled a specific experience that seemed to link his growth to that idea.

One of the most memorable moments of the whole project was during the coin trail. We had spent almost four hours standing in the cold, putting on smiles and asking

people how their day was. After many rejections and angry glares we were all tired, hungry and ready to give up. A dad and his two little boys were coming to do their grocery shopping. The ***dad said he had no money*** so we just said thank you and have a nice day. ***One of the little boys***, who could not have been more than six years old, ***opened his wallet and dropped a few coins*** from what was obviously his pocket money. ***This really made me feel good about myself. This kid***, who could have spent the money on lollies (candies), ***donated***. He probably had no idea what sustainable development is, or even where Swaziland is, but ***he still knew it was a good thing to do to help others***. Even his dad looked surprised. ***Seeing this sort of kindness and generosity in a child this young, made me feel good and it really made all the effort worth it*** (reflection paper, Mitch, 2009).

For Mitch, witnessing this experience came as an influential, memorable moment from his Approach I service-learning experience. Mitch was a student who had previously volunteered his time at a minimal level. His involvement was more exploratory in nature, meaning he had volunteered a few times in his life, but it came in the form of one off experiences. Reading his reflections on this particular moment and keeping in mind his previous volunteer experiences, I found it interesting when I received a phone call from him nearly a year after the class had finished.

Mitch called with a query. He had been contacted by a friend who had known about his involvement in the ACGP. His friend from the island nation of Vanuatu had just returned from her village and had witnessed a 12-year old girl using a wheelchair made from a regular chair with two bicycle wheels. Mitch asked, “What can we do?” He went on to obtain a new wheelchair and send it to Vanuatu with the help of his ACGP organization. Not only did Mitch appear to significantly increase his engagement and ability in service, he also appeared to grow personally through these experiences – he demonstrated more caring about situations he could influence. While his growth cannot be solely attributed to the ACGP, there is no doubt that his experiences with it enhanced his ability and desire to serve.

It is important to note that Mitch came to the ACGP and, hence, this additional service experience with a pre-determined desire “to ***expose myself to new things at uni***, because I felt I haven’t really [been exposed]”. He compared personal growth to “***stepping***

outside of your comfort zone or experimenting” and described it as, “if this [the desk] is your comfort zone, there is only so far you can go and if you want to grow and experience, I think you need to be exposed to a lot of things if you want to grow personally...” (interview, Mitch, August 17, 2009). Thus, the service-learning experience met Mitch’s desire to be exposed to new things while also going a bit deeper than that because the new things – the opportunity to serve others – affected him profoundly. As with Walter, he appears to have benefited significantly from an ideal blend of academic, civic, and reflective activities.

Kam, another highly engaged student, was also aware of the different sort of environment that was generated by the ACGP. She recognized the differences from other courses in New Zealand, but saw similarities with what she was used to in the classes she had taken in the US. With an emphasis on the relationships among service-learning, personal growth, and civic engagement it is important to note that she did mention the intrinsic value of her ACGP particularly when compared to another service-learning experience had in the US. To demonstrate this, she discussed a summer class she took at her US university.

I took a class last summer where we had to go out and volunteer at an organization. I volunteered at the Cancer Centre and I just sat there and stuffed flyers and brochures for their fundraisers. *I tried to make it feel like it was [intrinsic], because in the end it is helping somebody, but I didn’t really get anything out of it.*

I feel like *here* [ACGP] *they are actually expecting us to do something and help them* and when I was there [Cancer Centre], it was just like, I am here and I didn’t really feel like even if I did volunteer more there that I could make a difference... in their organization. *Whereas here I feel like what we are doing can actually make a difference in their organization* (interview, Kam, August 17, 2009).

Ironically, while she saw service-learning used much more frequently in her US educational experiences, she thought that her New Zealand service-learning experience was more intrinsically worthwhile and more beneficial to the community group. She attributed this to, “*I am getting more out of this one because I am involved, just going out there and doing it*” (interview, Kam, August 17, 2009). Perhaps this is also indicative of Hattie’s (2009) assertion that teaching innovations are most effective the first time they are implemented because the

instructor and students are new to the experience. Considering this was Kam's first time to experience service-learning in a New Zealand or international context and it was the first time for her community organization, these may have played important roles in her perception of the experience.

An example of Kam stepping up, "going out there and doing it," and being involved in the project her team was doing was reflected on during her final interview and observed in her group's first meeting with Green Time Organization. As discussed previously in context of Kam's experience with Approach I service-learning, she identified the ACGP as a valuable opportunity to work on aspects of herself that she felt were areas she could grow. In the first meeting with Green Time Organization,

I noticed Kam was the only student who had not offered any ideas or advice. She was just sitting there listening or daydreaming, it was difficult to tell. Then after about 45 minutes she spoke up and offered an interesting perspective. She offered an idea for helping GTO... For then Kam was more vocal (field notes, August 12, 2009).

This particular observation is important, because it represents Kam attempting to "***come up with more ideas*** and ***become more involved... during discussion*** and things like that" (interview, Kam, October 29, 2009). These were the examples of things she wanted to work on during her ACGP experience. From Kam's interpretation of her experiences and my observations, it seems that she had opportunities to grow and work through those aspects she identified as "things I [Kam] could work on" and "actually make a difference" in her ACGP's community group.

As an international student who is participating in this course through a study abroad program, Kam's case is an important one for supporting service-learning pedagogy. The opportunity for Kam to work closely with New Zealand students and a local community organization provided an engaging experience, which led to immersion in Kiwi culture and connection with the university and X-Town community. The combination of study abroad and service-learning served Kam well during her time in New Zealand.

Table 5.4 synthesizes unitized data presented in the previous section. The data is categorized by the elements identified in the Clayton et al. (2005) service-learning model.

Elements Supporting the Outcomes Attributed to Service-Learning		
Personal Growth	Academic Enhancement	Civic Engagement
mom used to say I was shy... I am a lot more confident in my own abilities at uni	the ACGP gave me the ability to apply a lot of concepts that we learned	ACGP was learning through serving something
ACGP contributed to my feeling of being more ready to make my own decisions and be outgoing	we ended up joking about them through the course	it is more that you are interacting and being engaged with the community or other students
I am now more confident in my own abilities	we would be like, oh that was an example of 'flow', or 'generative thinking'	felt like I really achieved something, not just on paper, but in the skills
as we had to collaborate ideas and learn to work well as a team, I developed skills in leadership, dealing with different learning styles, and levels of focus.	we were seeing how things could be applied even if we were joking about it	we had done these things [fundraising for an international project] and met other people
[these skills] will be invaluable within the work force	I can always back up what Tim said with examples of different that happened	growth in working with another organisation
maturity, that sort of area	you are learning through actions or doing something rather than just reading a text	learned how a non-profit organisation works
growth in the sense of coming to grips with the whole team dynamics	active involvement	it was a challenge to venture into that new field, voluntary sort of work
growth in working with another organisation	team dynamics, seeing how a non-profit organisation works, hands-on creativity	best part of working with DO was getting to test out one of our four ideas
learned everyone has their own ideas/opinions about stuff and its better to throw it out there and see what other people think	experiencing what you will be doing in the real world	we got to see what the DO director had been telling us about for so long
at the start I just listened to others' ideas, then towards the end I expressed some of my ideas	the practical side of things, it was the doing, that was really good	we got to experience the atmosphere, and to experience firsthand what the ideas we had been coming up with were measuring
I reached out of my comfort zone, once I did I realised this is not actually so bad	other classes you have to remember all these definitions and you have a test on them, whereas this class, you actually have to understand them [the concepts]	apply real-world cases
I am a bit more serious... normally I would be a bit slack with classes... I have definitely become a better student	you can't just memorise all the things and get the test right	it is not so hard to communicate with the community... if you have a good cause and you want to do something, you can do it
can do public speaking without dyeing... freaking out and that it is not so hard to communicate with the community	be creative and think up your own ideas and work as a group	anyone can step up and accomplish a goal if they wanted to
[developed] general confidence, thoughts, and ideas from class that you can put into real life	supports the practical side [of theory]	we went and raised funds and were able to help the international community
while doing the ACGP I experienced the feeling of pushing my limits	lots of theories from this class you actually will use, not just memorise that or... definitions, it is something useful	I'd never really helped besides putting a dollar in the bin, so I had never done anything so interactive, where you could see the outcome
I usually like being in my comfort zone, so taking steps outside is a new experience for me	I got more involved in this class because of the ACGP... being a part of it, versus being a persona in the back of the room	you get something at the end of ACGP, you get a result... a reaction from someone, feedback
the ACGP was worthwhile, as I have learnt to push myself past what I thought were my limits	I learn better applying what has been learnt in class to the real world, which is learning from doing, not learning from reading	I feel like I am an employee of CO and I am providing them with all the strategies that they can do to have corporate partnerships
I have discovered new boundaries that I can now push myself towards	in service-learning you learn from it, doing all the theories and forming personal relationships	Mason, like Sage said, was our energizer
if the group project wasn't around, I probably would have not grown as much	ACGP taught me the theoretical importance of these skills and it gave me direct, practical opportunities to develop and apply them	we learnt much from him and from there we knew where we were going
teamwork would be the best thing... compromising is a threshold anybody can possess by trying	with the practical experience, theories can take on a new, more significant meaning	you are actually doing it [ACGP] for somebody else and you know it is good
in the ACGP, working with other people, I felt I had more patience than before	the ACGP is a different way to learn, a better... more suitable way for me to learn	I thought volunteer work was impractical... I learned that its important to have the service side of things

Table 5.4. Elements Supporting the Outcomes Attributed to Service-Learning.

Elements Supporting the Outcomes Attributed to Service-Learning (cont)		
Personal Growth	Academic Enhancement	Civic Engagement
before I would jump to conclusions, I didn't think of what was in-between	almost every topic we covered in class, there was a little part of it in our project that applied to it	my work with CO taught me to interact with my team mates and work effectively with them
my mom was saying, how much I have grown	the best way to learn things is by doing	it has shown me how valuable interacting with outside organisations is
through ACGP I have really grown and developed	we took what we learned in class and applied it to our project	I like the ACGP and the experience of working with another group, that is the best way to learn
before, I was confident and comfortable to work independently	you can learn about concepts and everything you want in class, but if you actually go out and use them, that is the greatest thing	we are experiencing real world scenarios
however, working in a group and interacting with others was something new	the application of principles/ideas discussed in class brought concepts off the pages/diagrams and into my conscious mind	for a job, we are going to have to go out and work with other people
most of my personal growth comes from interactions with other people	being able to learn with others with full interaction, using all learning mediums, is the best opportunity anyone can be given	we are doing that in this class just to get some experience
instructors tell us exactly what to do, ACGP is quite different, but I actually like it	class is class, you can go and hide in the corner	I like the idea of engagement and involvement with the community
I've undergone most personal growth while volunteering my time	in a smaller group, you go out and meet people	I've undergone most personal growth while volunteering my time
when you learn from other people and people in the community, you're more open to all of their ideas when there is the personal element	people know who you are and they're talking to you and you really can't hide behind anyone	when you learn from other people and people in the community, you're more open to all of their ideas when there is the personal element
growth when I first made friends with the person I was having the most trouble getting along with	in group work there is nowhere to hide if you're not contributing	I think that understanding other people is the most important thing one can learn from community and group work
we moved from attentive stages into empathetic/generative stage of listening	I experienced 'flow' many times during our project	seeing kindness and generosity in a child made me feel good and made all the effort worth it
that process was the most important for my growth	being able to learn with others through the application of class principles/ideas	they [GTO] are actually expecting us to do something and help them
dealing with this person put me out of my comfort zone	I wanted to expose myself to new things at uni, because I felt I haven't really [been exposed]	I feel like what we are doing can actually make a difference in their organisation
personal growth is stepping outside of your comfort zone or experimenting		I am getting more out of the ACGP because I am involved, just going out there and doing it

Table 5.4. Elements Supporting the Outcomes Attributed to Service-Learning Continued.

Interestingly, despite the students' varied engagement backgrounds, their reflections on the relationships among academic content, civic engagement, and personal growth are not varied. This is a critical finding in that a student's previous engagement history does not determine their engagement present. In fact, there are practices and conditions that New Zealand universities can create at the classroom level that influences student engagement despite previous experiences. *The No Lost Causes Assertion for Student Engagement* based on this data will be further detailed in Chapter 6. While the relationships demonstrated in the Clayton et al. (2005) established model of service-learning have been shown to exist, it is important to note that in the New Zealand context they come under a slightly different guise.

For example, it seems that service-learning does have a relationship, and an influential one, with personal growth, academic enhancement, and civic engagement, but the extent and strength of the relationship with each component varies and appears to come under more specific sub-themes (Table 5.4). While many of the data acquired from the participants in this study fit into the Clayton et al. (2005) established model of service-learning, there are more specific elements emerging into themes. It is these themes that more specifically describe and illustrate the service-learning experience in a New Zealand context. Subsequently, the more specifically described experiences can more clearly illuminate the relationship between service-learning and student engagement. The Clayton et al. (2005) theoretical model serves as the initial frame for presenting a specific, practical New Zealand model. Evidence from the relationships typically attributed to service-learning is integral to the process by which its complex elements come together to connect service-learning and student engagement. In Chapter 6, these themes are more thoroughly developed and are presented as a more practical model for a New Zealand context.

Research Question Three: Approach I Service-Learning and Student Engagement, an Influential Partnership

RQ3. How does the use of service-learning in an Approach I service-learning course appear to influence student engagement?

As noted in the literature review, service-learning has been shown to serve as a vehicle for influencing students' engagement (Kuh, 2008). While the value of service-learning as a catalyst for engagement has been largely confined to a US context, increasing use of the AUSSE in Australasian universities may lead to more research into the effects of using educational practices, such as service-learning, that have been shown to have a high impact on student engagement. Parker et al. (2009) have called for more research on service-

learning and Zepke et al. (2009) on student engagement in Australasian contexts and this study will become part of that emerging body of literature. Thus, the following sections that link these students' service-learning experiences directly to their engagement are innovative, exploratory, and unique to this course in a New Zealand university. Fortunately, these findings will become part of the ongoing discussion about how to more effectively engage students at New Zealand and all universities.

Lowly engaged student perspectives on service-learning and student engagement.

Based on the experiences of his involvement in the ACGP, Eric (identified as lowly engaged), described his engagement in the ACGP in contrast to a lecture-only class.

The ACGP would really be a *deep involvement* or *deep engagement*, much *more meaningful* to myself. A *lecture* would be more *like a movie*. You are taking everything in, you are jotting things down, but *it is not* sort of like *a really deep involvement* because *some part of you does not want to* really *be there* (interview, Eric, October 21, 2009).

When asked to clarify what about the ACGP brought about a “*deep involvement* or *deep engagement*,” Eric attributed interaction, being more responsible, and applying effort as integral elements.

Interacting, I guess it is a much more *enjoyable environment* so you are *more responsible for yourself* so I guess you are going to *have to apply yourself* a bit harder, or *put* a bit *more effort* it (interview, Eric, October 21, 2009).

It is important to highlight that these elements are similar to the extrapolated elements used to describe the students' experience in an Approach I service-learning course. Eric went further in this connection with, “the ACGP helped because we got to *do something* that was *different*... you definitely *had to be* much *more involved* and *engaged* with the assignment. It was a good way to get to *know the professor*” (interview, Eric, October 21, 2009). This clearly demonstrates the relationship that exists between service-learning and student engagement for Eric.

Engagement for Kara (another student identified as lowly engaged), was similar in that it was directly related to the service-learning experience. When asked about her perceptions on the ACGP and her engagement, she immediately recognized this relationship. She shook her head up and down in affirmation when discussing the influence the ACGP had on her engagement and identified her group as being a source of her engagement and went further to mention the academic concept of Csikszentmihalyi's "flow". In her reflection paper, she connected her own engagement to this academic idea with, "**flow is an experiential state of being, when extraordinary concentration, commitment, effort, interest and enjoyment are being experienced simultaneously**, yet a state of **seemingly void of time, emotion and effort, it is complete engagement with a present complex task**" (reflection paper, Kara, 2009). She gives two examples of her experience with "flow", which seemed to be her interpretation of engagement. One of the examples is about her individually and the other is a time when she was in a group meeting. The individual alignment with "flow" came when her group was working at a kid's camp as a part of their project with the Development Organization.

I believe I **experienced flow** personally when **interacting with the kids** when we went out to **camp**. Afterwards I realized that what I had just experienced was flow and that **interacting with children was something that came naturally to me and something I enjoyed** (reflection paper, Kara, 2009).

The other example was identified by Kara in her reflection paper, in her interview, and observed in action on numerous occasions. When asked about her engagement, she referred to a particular group meeting in the library. She said,

... that day at the library when we were sitting there trying to think of ideas and nothing was working and everyone was sort of looking around trying to think of something... **and then the next thing, that once one idea started, they just kept rolling from there. Everyone was totally into it** after that (interview, Kara, October 14, 2009).

Flow was also experienced in a group setting when we were sitting down one day to think of some ideas. We were stumped, and felt like there were no other solutions, then **we thought of one idea that linked to other ideas and they all began flowing**

from there. Some of the ideas were crazy and totally unachievable, but it made us *get our creative hats on* and we *overcame the barrier* of not being able to think of anything, all of a sudden *we had* all these *new inventive ideas* (reflection paper, Kara, 2009).

In addition, the previous observation of Kara's group meeting (p. 140-141) further supports this notion of intense engagement or flow.

Following that meeting her ACGP group stayed more or less on course and it was this pivotal meeting and moment that determined the direction and tone for the rest of their project. With regard to flow theory, the students in this group were faced with a challenging activity, where there seemed to be a merger of action and awareness. Moreover, Kara's effort to bring the group back to its goal may have created an "order in consciousness", which may have led to an "exercising of control" (Csikszentmihalyi, 1990). For Kara, these passages and other similar data that define her Approach I service-learning project demonstrate the relationship that exists between service-learning and her engagement.

In a similar context to her lowly engaged classmates, Mary too was aware of the relationship that exists between service-learning and her engagement. In discussing her ideas on engagement, she specifically identified the following elements: feeling like you learned something, social interactions, being involved in what you are doing, and making a contribution. On the element of social interactions Mary said,

I think you *need to talk to other people* and... you need to *interact with other people* in order to find out what they are experiencing and then maybe *compare your experiences*. You can always learn from other people by talking about what you are doing and I think that is probably a large part of it (interview, Mary, October 20, 2009).

Mary attributed, "the fact that *we* [group] *had to interact with one another*... having to *do everything yourself*... and *everyone's position in the group counted*" as engaging factors of her ACGP. She mentioned her enthusiasm for her project and how she, "would always go home and *tell someone* or *tell friends* [about her ACGP]". She also identified the value of

working on a project where, “you actually *care about what happens*” and “it just *makes a difference to you*” (interview, Mary, October 20, 2009).

The attributes of engagement mentioned by Mary are similar to the elements discussed by Eric and Kara in describing their experiences. For example, the elements of *interaction with a group of people* or *collaborate new ideas* [with others], relates to the elements of engagement identified as *interaction* and *compare[ing] experiences*. While the first element is part of the students’ different experience, the second is part of the relationship that connects service-learning and student engagement. Thus, the connection between Approach I service-learning and student engagement for all three students is apparent.

Moderately engaged student perspectives on service-learning and student engagement. Derek defined engagement as, “where you get *involved in something... intrinsically motivate[ing]*”. He continued by recognizing that with engagement there is a, “desire to *do it for the action itself*” (interview, Derek, October 19, 2009) and that “the *group project*, in the middle stages or in the earlier stages when *we were... getting involved*,” Derek identified the feeling that his group was “really *make[ing] a difference*” for the community organization and described the process of putting their ideas into practice. This led Derek to feel, “like [he] was *doing something worthwhile... that intrinsic thing... although we were getting assessed and we had to do it to get marks to pass the course, that [marks] sort of felt like a secondary motivation*”. He then described a shift in the source of his *motivation*, “from focusing on the [class] marks and results,” which he described as fleeting, to “something more than that”, something that, “*involved helping people out*”. In Derek’s reflection paper, he clarified this sentiment.

As we were *working for a not for profit organization* that carries out an admirable mission, and is run by people who work in accordance with their principles, I saw that the *inherent value of their work* was obvious, both on a *social* and *personal level*. Therefore, I feel that this *project* was very *worthwhile* and given the chance I would undertake a similar project, in an effort to *benefit those around me* as well as *myself* (Derek, 2009).

In this passage Derek characterized the elements he views as valuable for perpetuating his engagement. He directly identified his project as a means for “*getting involved*,” “*really making a difference*,” “*benefit[ing] those around me*” and as a way to “*benefit himself*”. He also alluded to the shift in motivation that was instigated by Approach I service-learning and acknowledged the fact that the project he was working on “*involved helping people out*”.

With regard to her idea of engagement and what it means to be engaged, moderately engaged Julie considered it to be a mutual, two-way process. She described her idea of engagement in the following passage.

It’s not about just making yourself interested in the project; *the project has to come to you* as well. It can’t just be dull and boring and you be interested in it because you want to be committed, no. It felt as if that *project was another person*, and then *if it commits to you, then you commit to it* (interview, Julie, October 20, 2009).

Julie viewed the project almost as taking on the qualities of another person with whom you are involved in a relationship. She described the ACGP as being a “*block of mud*” and it was like, *find the key*... find the needle in the hay”. In this analogy she illuminated the opportunity to shape the “*block of mud*” or less metaphorically, make the project their own. Like lowly engaged Kara, Julie said, “I have... *earned so much experience from it*... *I found ‘flow’ doing this project* and I felt as if I went on an *adventure with the group*” (reflection paper, Julie, 2009).

As an example of an engaging moment, she discussed her group’s first interaction with Mason, Director of the Cousins Organization. “*He gave us his destination*, like this is what I want from you. He did not come out that forward, but *he was like try this, this, this*... from there we actually knew what he wanted from us”. While Mason gave the group some tools and guidance, they were still able to make the project their own. Her group received guidance from Mason, but were allowed to make the project their own and be creative. “When it comes to *the ACGP you need experience* and *you need to be creative*... *In the*

class [lecture] *you do not have to think of your own idea*” (interview, Julie, October 20, 2009). This, “not have[ing] to think of your own idea” is in contrast to the ACGP where the student groups were in complete control in the development of their own ideas.

Julie identified and described a strategy she used to get herself engaged. To be engaged, she recommends that you should “*put yourself in their shoes... in an imaginary person’s shoes*. If I put myself in a situation and I have to do this problem, how will I do it?” (interview, Julie, October 20, 2009). This strategy demonstrates Julie’s desire to actually do and apply what she is learning and describes her creation of a hypothetical situation where she identifies an issue, gains information about it, and then devises a solution for it. In the ACGP, she was given the opportunity to implement her strategy through real interactions with fellow students and a not-for-profit organization. In her reflection paper she attributed the best part of the ACGP as, “that *we work[ed] together effectively*, we all *did our share of the work*, we did not separate the workload and *we respect[ed] each other’s ideas and creativities*” (Julie, 2009). This challenging opportunity for Julie to actually do what she would typically have only imagined doing seems to be an important element of her engagement. She described this as a way to “*walk the talk*”. She explained this with, “*Learning in action* is going to be way *more effective* than learning from a book. Like I said, if you *walk the talk, you remember everything*” (interview, Julie, October 20, 2009).

Similar to her moderately engaged classmates, Sage recognized her ACGP as being engaging to her learning. She described the ACGP as being a type of sustainable or *continuous engagement* versus an engagement that is one off or ephemeral. Clarifying, she said,

I am thinking I was more engaged with the ACGP side of things, because it was a *group project*, whereas compared to the engagement with the other side of the class like the journals and stuff, it was very last minute. The engagement level was the same when it needed to be done, but for the *journals* it *was at one point*, but for the *project it was every week* at that level. Does that make sense? (interview, Sage, October 20, 2009).

Sage described a difference between these two types of engagement where one was active and the other was passive. “*Passive [engagement] would be the journals... active engagement is having continuous, having to do a task every week that you had to be engaged*”. In this, Sage has established the type of a relationship that exists between Approach I service-learning and engagement because it was a learning environment that demands a continuous, active sort of engagement.

The existence of this relationship tends to be founded on the opportunities that become available in an Approach I service-learning component. For instance, Sage said, “engagement, to me, means *interaction*... where you are actually *connecting with someone* else... to be *involved*” (interview, Sage, October 20, 2009). Sage’s involvement, interaction, and connection with those around her serve as fundamental elements in her engagement. In her reflection paper she wrote, “*Getting together as a group was the best part of the project. Everybody is different and brings different skills, knowledge and connections*”. These elements, according to the data acquired from interviews, reflections, and observations of Sage, point to the existence of the relationship between service-learning and engagement.

Highly engaged student perspectives on service-learning and student engagement. Looking into the influence service-learning has on student engagement for highly engaged students completes this section and serves as the final source of data for clarifying the student experience. Kam, with regard to engagement said, “*for me it [engagement] would be... digging a bit deeper to find information*”. She clarified this idea further with,

...[engagement is] *when I can become involved*. This organization [GO], *we are already involved in it so it kind of makes you want to work a bit harder with it*... for me I get a sense... *it will make a difference*. I feel like *I can actually do something for it* (interview, Kam, August 17, 2009).

[engagement is] *being or feeling like you are a part of a group or part of a purpose for something*. [You] *actually want to achieve whatever the goal is... you are fighting for whatever it is* (interview, Kam, October 29, 2009).

Kam considered the class and project to be contributors to her engagement with, “*In class he [Tim] is giving us examples of engagement... in the project we are actually doing it ourselves*” (interview, Kam, August 17, 2009), referring to Tim’s examples of engagement in lectures by mentioning “flow” theory and Joseph Campbell’s “The Hero’s Journey”.

In her reflection paper, Kam clarified her idea of engagement further. She recognized the idea of engagement as dialogue. Kam said, “There was a lot of talking and ideas going around, but *it wasn’t until we got a dialogue going that things started getting done*” (Kam, 2009). From this moment forward, she saw how her group was needed by GTO and it became easier for them to come up with ideas. The shift from “*talking*” to “*dialogue*” also led to a shift in Kam’s thinking. She said her thoughts changed from, “*What does GO want from me to what can I do to help GO?* At that point *I [Kam] began to become engaged in the project*” (Kam, 2009). Although Kam recognized her engagement as being higher in the ACGP than in the lectures, she felt that other ACGP’s may have “had a more engaging experience” and also felt that her group “could have done more for them [GO]” (interview, Kam, October 29, 2009). This perspective was most likely rooted in Kam’s interpretation of what her group provided to GTO and recognized through other groups’ presentations and efforts that her group could have done more. Derek, from the moderately engaged category, identified a similar sentiment of feeling like his group could have done more.

While the relationships typically attributed to service-learning and student engagement were apparent in the data from Kam’s ACGP experience, her engagement was also influenced by her status as an international student. She credits the ACGP as her source of involvement and engagement in this particular class and also as a way to help out a not-for-profit organization. Due to Kam’s previous classroom experiences at a university in the

US, her context is slightly different from her New Zealand peers. In this she recognized her involvement in the ACGP to be most like her classroom experiences in the US. This is interesting to note because the concept of an ACGP like component was not new to Kam, but it had a similar influence on her perceptions of how Approach I service-learning affected her engagement, personal growth, academic environment, and civic involvement. On the other hand, perhaps there is a value to having service-learning experiences offered to students in a logical order of increasing intensities.

As noted by Kam, student engagement is made up of the experiences and opportunities brought about by the ACGP. In support of this idea, Walter discussed what engagement meant to him and examined how his idea of engagement was influenced by the ACGP. He said, “*to be engaged, to me, would be to be interested in something; to seek to involve yourself; to master the subject... to learn about it... after that, to teach others*” (interview, Walter, October 19, 2009). Throughout his interviews, he repeatedly referred to the ideas of “*involving people*” and “*teach[ing] others*”. To reinforce his perspective, he quoted a Chinese Proverb, “*Tell me and I’ll forget, show me and I might remember, involve me and I’ll understand*” (interview, Walter, October 19, 2009). These practices of “*involving people*” and “*teach[ing] others*” were essential for Walter’s engagement. In fact, he noted the opportunity to help other students grow by assisting them with leaving their comfort zones as both an engaging and personally growing activity. He said, “I was able to just help them [group members] with their phobia of public speaking” (interview, Walter, October 19, 2009).

When asked if Walter had felt engaged at any point during his past semester in this class he said,

Yes, I forced myself to be engaged. I mean, to some sort of degree I am always engaged, to a degree, in whatever I am in. But *there are things that can help me*. I didn’t quite click with the lecturer [Tim], but I did things for myself to keep my engagement in that subject and *the ACGP definitely helped with my engagement in*

that subject because I was learning these things and relating them to the group and Cousins Organization. With that in mind I was able to keep engaged.

I looked forward to going to the meetings and working with the people. Flow was happening (interview, Walter, October 19, 2009).

He was quite aware that he was “*very engaged, when it comes to the group project*, but in class I just feel like there’s a lower level of involvement on my part” (interview, Walter, August 12, 2009). In the previous passage, Walter identified an interesting dichotomy. He recognized that “to a degree” he is engaged in whatever he is involved with because he wants to do well; therefore engagement is his responsibility. He also recognized, though, that “there are things that can help with my engagement”. He continued by identifying the ACGP as an example of a practice that created engaging conditions. This aligns with the fundamental axioms of student engagement theory (Kuh et al., 2005) in that a student’s engagement and subsequent success is based on a balance of that student’s level of effort and the institutional conditions that invoke his or her effort.

Previously, Walter noted the value of teaching someone else what he is learning. This was actually one of the elements identified by Walter in his interpretation of engagement. An example of Walter’s engagement in an attempt to teach himself and others is identifiable in a song he wrote. On his own time, with his own equipment he wrote the music and the words to articulate how he felt and what he learned from his class and ACGP and shared it with a preamble.

Hey bro,

Did the exam yesterday. It went well enough. I made a song based around the idea of being in or closer to my element. No doubt – I had to name it after Rilke’s poem. Have a listen when you can, I hope it helps.

Peace (email communication, Walter, November, 2009).

Swan with respects to Rilke

(excerpt)

This clumsy living that moves lumbering as if in ropes through waters not done
reminds us of the awkward way the swan walks...

I saw the allure,
but I am keeping it pure,
I've had dreams of war,
what does it mean to be seventeen and all I adore
a metaphor
I implore
on an occasion many more
I found my elemental waters
getting things sorted, getting my life in order,
growing taller without getting caught up
and that's what it is about.

And to die which is the letting go of the ground we stand on and cling to everyday it
is like the swan when he nervously lets himself down... and into the water, which
received him gaily and which flows joyfully under and after him, wave after wave
(personal communication, song lyrics, Walter, November, 2009).

Walter was well aware of his engagement and it was obvious from the effort he put into writing the song to articulate his thoughts and feelings that he was engaged. Considering he attributes the ACGP as a catalyst for his engagement, this email and accompanying lyrics from his song demonstrates this clearly. In his reflection paper Walter wrote, “*I now feel more involved in the student and wider communities. These feelings of involvement do make me feel more engaged in my studies*” (2009).

Much like his highly engaged classmates Kam, Walter, and the other participants in this study, Mitch had what he described as being a “*quite engaging*” experience in his ACGP. He clearly stated that the ACGP made the class “*really interesting*... getting to go out and *do something hands-on*”. He best described the relationship between the lecture and ACGP with, “*I manage to stay awake during class*; you know what I am trying to say”. He is saying that the class was more interesting because of the ACGP and that, “*We were doing something with each other and working with other people and to a certain level we enjoyed*

it as well“(interview, Mitch, October 22, 2009). Mitch considered his ACGP experience as a highlight among his other lecture-based courses with,

I think it [ACGP] was more engaging because... *we weren't just sitting down and typing away at something*. I mean we did that in the end, together as well for our presentation, but that was fun because we could chuck a few pictures in there and I think even with the first coin trail, me, *Bob and Eric went back to my place and had a few beers and watched the rugby league final*. So it [engagement/interaction] *didn't just end at the project*, you know. We sat there at my place, watching the rugby, having a few beers and talking about how the day went and talking about the project as well. *It just didn't stop*.

With this one *it was so good* because *I actually enjoyed telling people about what we were doing*; especially all of *my flat mates*, my *parents*, my *girlfriend*, and my *friends*. *It was good because I actually enjoyed telling people about the whole thing* (interview, Mitch, October 22, 2009).

In this passage Mitch related his engagement to being continual or lasting. He said, “*It just didn't stop*”. He also demonstrated a telling sign of engagement by discussing his project not only with his fellow group members, but also with his flat mates, parents, friends, and girlfriend. These are actions that are indicative of an engaged student as there is a specific question related to this on the NSSE and AUSSE. Finally, at the end of the semester it was observed during an end-of-the-semester dinner with his group that they had become more like a family than an artificially created group (field notes, November 10, 2009). Like many of these students mentioned, they had become more than a group. The five of them had “become really good friends” (interview, Mitch, October 22, 2009), “...had lots of interaction with each other... making new friends” (interview, Mary, October 20, 2009), and their “...whole group was sad it was over... we have been pretty good friends” (interview, Eric, October 21, 2009).

Table 5.5 presents an overview of the unitized data used to support the relationships between students' service-learning experiences and student engagement. Each unitized datum serves to support the influence students' experience had on their engagement.

Elements of Student Engagement's Partnership within Approach I Service-Learning		
ACGP would really be deep involvement or deep engagement	flow is an experiential state of being	you need to talk to other people and... you need to interact with other people in order to find out what the experience
ACGP was much more meaningful to me	the state seems void of time, emotion, and effort, it is complete engagement	then maybe compare your experiences
lectures are like watching a movie, you take everything in, it isn't a deep involvement	extraordinary concentration, commitment, effort, interest, and enjoyment are experienced simultaneously	you can learn from other people by talking to them about what you're doing, I think that is probably a large part of it
some part of you do not want to really be there	I've experienced flow personally when interacting with the kids at kids camp	we [group] had to interact with one another
interacting creates a more enjoyable environment	this was something that came naturally to me and something I enjoyed doing	having to do everything yourself
you are more responsible for yourself	flow was experienced in a group setting	everyone's position in the group counted
you are going to have to apply yourself a bit harder or put in a bit more effort	in the library... thinking of ideas... nothing was working... then the next thing... one idea... rolled from there... everyone was totally into it after that	in the ACGP you actually care about what happens
ACGP helped me do something different and I had to be much more involved and engaged with the assignment	the ACGP made us get our creative hats on and we overcame the barrier of not being able to think of anything	the ACGP it makes a difference to you
it was a good way to get to know the professor	all of a sudden we had all these new inventive ideas	I would always go home and tell someone or tell friends about the ACGP
where you get involved in something... intrinsically motivating	with engagement there is a desire to do it for the action itself	the group project, in the middle stages or in the earlier stages when we were... getting involved, this was engaging
our group was really making a difference for the community organisation	we were doing something worthwhile... that intrinsic thing... although we were getting assessed... the marks felt like a secondary motivation	shift in motivation from focusing on the marks and results... to something more than that... involving helping people out
we were working for a not for profit organisation that carries an admirable mission	it's not about just making yourself interested in the project, the project has to come to you as well	it can't just be dull and boring and you be interested because you want to be committed
I saw the inherent value of their work was obvious, on a social and personal level	it felt as if the ACGP was another person, then if it commits to you, you commit to it	it was a block of mud and it was like find the key... find the needle in the hay
I feel this project was very worthwhile	I've earned so much experience from it	I found flow doing this project
I would undertake a similar project in an effort to benefit those around me as well as myself	I felt as if I went on an adventure with the group	Mason gave us his destination, like this is what I want from you, he was like try this, this, this...
in the ACGP you need experience and you need to be creative	to be engaged... put yourself in their shoes... in an imaginary person's shoes	from this, we knew what Mason wanted from us
in class lecture you do not have to think of your own idea	if I put myself in a situation and I have to do this problem, how will I do it?	learning in action is going to be way more effective than learning from a book.
I'm more engaged with the ACGP side of things, because it was a group project	passive engagement would be the journals	if you walk the talk, you remember everything
the engagement with the other side of class, like journals and stuff, it was very last minute	active engagement is having continuous, having to do a task every week that you had to be engaged	engagement, to me, means interaction... where you are actually connecting with someone else
the engagement level was the same when it needed to be done	getting together as a group was the best part of the project	engagement means to be involved
for me it [engagement] would be... digging a bit deeper to find information	everybody is different and brings different skills, knowledge, and connections	[engagement is] when I can become involved
GO was already involved in it so it makes you want to work a bit harder with it	I get a sense it will make a difference, like I can actually do something for it	[engagement is] being or feeling like you are a part of a group or part of a purpose for something
you actually want to achieve the goal... you are fighting for whatever it is	in class he [Tim] is giving us examples of engagement... in the project we are actually doing it ourselves	there was a lot of talking and ideas going around... it wasn't until we got a dialogue going that things starting getting done
what does GO want from me, to what can I do to help	to be engaged is to be interested in something; to seek to involve yourself; to master the subject and to teach others	tell me and I'll forget, show me and I might remember, involve me and I'll understand
at that point I began to become engaged in the project	engaging is about involving people and teaching others	I was able to help them [my group] with their phobia of public speaking
in regards to engagement, there are things that can help me	ACGP definitely helped with my engagement in that subject	I was very engaged when it comes to the group project, but in class I felt a lower level of involvement on my part
I looked forward to going to the [out of class] meetings and working with the people, flow was happening	because I was learning these things and relating them to the group and CO	I now feel more involved in the student and wider communities
it was really interesting... getting to go out and do something hands-on	with that in mind, I was able to keep engaged	these feelings of involvement do make me feel more engaged in my studies
I managed to stay awake during class	we were doing something with each other and working with other people, to a certain level we enjoyed it as well	the ACGP was more engaging because... we weren't just sitting down and typing away at something
I actually enjoyed telling people about what we were doing (flatmates, parents, girlfriend, friends)	it was good because I actually enjoyed telling people about the whole thing	it [engagement/interaction] didn't just end at the project... it didn't stop

Table 5.5. Elements of Student Engagement's Partnership within Approach I Service-Learning.

Despite these students' disparate extent of engagement during their time at university, they all seemed to recognize, illuminate, and describe their experiences within Approach I service-learning as being sources of their engagement. Approach I service-learning unpacked, is actually the experiences that the students illuminated in the data collected. From these data, emergent elements and themes demonstrated the relationships that actualized during an Approach I service-learning course. The uncovering of these data and emergent elements, in connection with the Approach II service-learning data presented in the following section, serve as the foundation for this study's findings (Chapter 6).

B. Approach II Service-Learning Qualitative Data

Research Question One: An Overview of the Students' Experiences in Approach II Service-Learning

RQ1. What do students from differing engagement backgrounds (according to the AUSSE) experience in Approach II service-learning?

To understand how Approach II service-learning influences student engagement, it is important to recall the definition of this approach before examining students' experiences within it.

Approach II service-learning serves as a vehicle for providing students with unique opportunities to intentionally do something valuable for an end-user while progressing themselves as researchers who appreciate teamwork, working with the community, who develop a critical appreciation of others' research while developing knowledge and skill-oriented outcomes towards the research process, all while reflecting on this process.

Throughout the 2009 spring semester students in this Approach II service-learning course had many different experiences that included participating in groups and working with community organizations to answer research questions that met the needs of the organizations. To answer their research questions the students participated in the following activities and assignments:

- attended the Class Workshop Weekend, group-based (July 25-26, 2009);
- prepared a critical assessment of research topic, individual (August 14, 2009);
- gave a mid-semester presentation on their progress, group-based (August 20, 2009);
- gave a final presentation at a public class conference, group-based (October 3, 2009);
- prepared a written group report, group-based (October 9, 2009);
- prepared an individual critique of the project research and learning, individual (October 15, 2009);
- prepared an item for their community groups, group-based (by the end of semester);
- participated in a final reflection session, group-based (October 15, 2009).
- had meetings with their community groups, group-based (all semester);
- had meetings with their student group and tutor, group-based (all semester);

These activities comprised service-learning in this course and served as scaffolding for students' achievement of both the course learning outcomes and outcomes attributed to

this pedagogy. Scaffolding (Wood et al., 1976), when used can control and assist with elements of an experience initially beyond the capability of an individual, thus exposing them to the challenging elements of an experience intentionally and according to their ability. As demonstrated in Figure 5.4, due to the design and intensity of Approach II service-learning, the academic content and service activities were naturally integrated. The academic content was the service and the service was the academic content. The two constructs were fully integrated into the student experience and in fact it was designed to *be* the student experience.

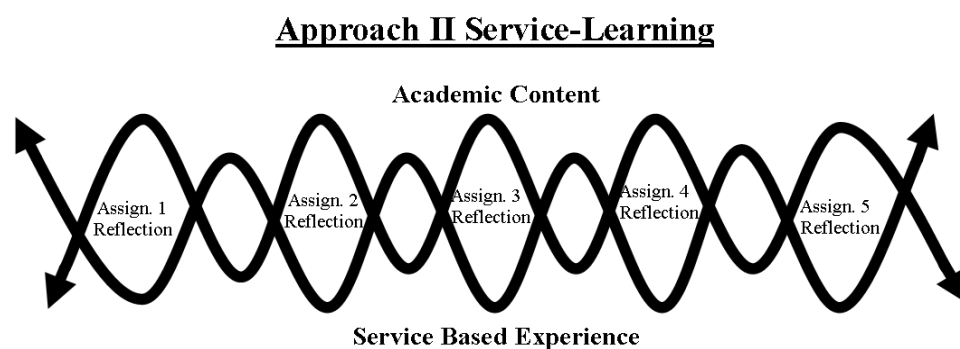


Figure 5.4. Approach II Service-Learning: An Illustration of the Scaffold Relationship between Academic Content and Service Based Experience.

Data collected from students in this course assisted in answering the Research Questions guiding this study. Their spoken and written words, actions, and my observations serve as the sources of data. As the data is presented in the following sections there are certain elements *italicized* and **bolded**. This is to demonstrate the emergent elements and unitized data that is used to form the emergent themes and sub-themes of this study. At the end of each of the three sections a table is presented aggregating the *italicized* and **bolded** data. These tables serve as banks of unitized data for the themes and sub-themes of Approach II service-learning. In Chapter 6 these emergent themes and sub-themes are presented and the interactive, interwoven, and complex nature of the themes is shown.

What do students from differing engagement backgrounds experience in Approach II service-learning? Initially, the students in this course, despite previously

reported engagement scores, identified their experience as being different from the other courses they had taken at university. With their experience being initially described as different, it was important to identify what aspects of this particular class were different from the other courses these students had. According to their responses, it seems as though they had experiences in their Approach II service-learning course that enhanced their engagement and also shifted their perceptions of what it means to be a student in a classroom. A closer look into these students' experiences led to a better understanding of how these experiences influence their engagement and the various outcomes typically attributed to service-learning pedagogy.

A framework emerges based on a different experience for lowly engaged

students. Megan, a student identified as lowly engaged, was working with Project Weton on an insulation awareness study. Her group was specifically studying,

microclimates in Weton measuring the difference in temperature... on two sides of the hill where one side is typically warmer than the other side. We also put temperature thermometers inside people's homes on each side [of the hill] to compare whether heating and insulation... made a difference (interview, Megan, October 20, 2009).

Megan's interactions with the project, her team members, and tutor were identified by her as determining factors leading to the difference in her experience; she explained this difference in the following description:

I really enjoyed it [course] as it was very different to other subjects and it *was in smaller groups*. It is a *different kind of experience and interactions*... You are *not really being taught*, you are *having to do it yourself*. It *felt really weird* because *you weren't getting lectured or told what to do*. Our *tutor*, he *helped us a lot*, but *it just wasn't the same*. *We had to organize our own time and hours to meet* and that sort of thing (interview, Megan, October 20, 2009).

Megan further identified two particular elements of her Approach II service-learning experience as different from her previous classes at university with,

I have been *involved in many projects with small groups before*, but *the methods and approaches were often already laid out for us*. By being introduced to *this approach*, I have *learnt to think critically and attempt to solve a problem that is not*

'scenario-based', but *actually beneficial to others outside of university* (critique, Megan, 2009).

The feeling that what her group and she were providing was beneficial to others and that the project did not have set methods and approaches was seen to be different from her other experiences.

Heather, a lowly engaged student, and her group were working on a project with Owl Primary School. Their aim was to identify if “there was a need or desire for a secondary school in Owl” (interview, Heather, October 23, 2009). They were looking at the “impacts of not having a secondary school in Owl and the potential impact of having one” (interview, Heather, August 18, 2009).

In a similar description as Megan's, Heather identified what it was like being a student in this course. She indicated that there are more differences than similarities when compared to other courses she had taken at university. In the following passage Heather focused on the differences in this course from other courses and described her feelings toward this experience.

It *was a different experience, working with a group*, the group experience. There were more differences. Like in the group work, trying to have everyone's separate parts of the report... the *presentation was quite different. We don't typically do presentations like that*, particularly. The critique, *I have never critiqued something like that before*... I did not want to sound negative, because it was a really positive experience (interview, Heather, October 23, 2009).

In Heather's individual critique, she identified another difference in what she experienced between her service-learning class and previous ones with, “Having a *community group to work towards was an asset* as you *were not just completing work for an assignment, but assisting the community at the same time*” (critique, Heather, 2009).

The group experience provided by the Approach II service-learning course coupled with the assignments of a presentation and a reflective critique played an important role in enhancing the students' learning environment, which was an essential aspect in influencing

their experiences. Furthermore, the feeling that Heather associated with providing something of value to the community was also acknowledged by the other students. This was a fundamental distinction in these students' classification of this course experience as being different. Having an end-user, or in this case a community group, seemed to generate students' interest and motivation.

Jon, another student identified as lowly engaged was working on the Owl Residents Association project and echoed the responses of the other two lowly engaged students. In this project, Jon and his group were

measuring sediment runoff from the slopes [in Owl], because there are heaps of subdivisions going up there and they are building on this loess when they really shouldn't be. It is not the best to build on, because it tends to slide.

It's [runoff] effecting many people in Owl, or could affect them. So *we want to present something that's useful to Owl* (interview, Jon, September 3, 2009).

Jon recognized the potential value in what the community group may find from their research and this aspect of "*present[ing] something that is useful*" was one of the factors that influenced his experience. He readily disregarded any similarities shared between his service-learning course and other courses taken at university with,

It is such a different course... I suppose our learning, it is up to us. It was more self-directed. You do not have a teacher telling you what to do because there are not many lectures. It has been *up to us to make the effort and get the research done* (interview, Jon, October 20, 2009).

Jon suggested that the self-directed learning element of his service-learning experience was an important factor differentiating this course from others. He also stated that interactivity was another differentiating factor of this course with,

Virtually *every other class* that I have done *has been lectures*, like a *person standing at the front of the room with a slide show going through their notes*. It [service-learning course] is a lot *more interactive, than what* I have *previously done at university* (interview, Jon, August 13, 2009).

The alignment with the interactive aspect of this course provided some clarity on what students are experiencing and how it is different from previous classes.

A framework emerges based on a different experience for moderately engaged students. Amy, who was classified as moderately engaged, was a student whose group was working with the Owl Residents Association. Her group was charged with identifying and increasing the awareness of the effects of erosion off the loess banks in Owl. This erosion and subsequent run-off has been described as being an issue between the Owl Residents Association and the X-Town City Council for quite some time. Amy saw her group interactions as an important element to her overall experience and saw her group's role in this project as very important. She stated, "I actually *got to know my group*. We pushed each other along and *we got the work done as a group of students, not as students with lecturers...*

... *we* got to do something that *provided really solid evidence* that... there are certain areas in Owl that are unsafe to be building on. The Owl Residents Association has been... trying to get them [X-Town City Council] to take a step back and decide that safety of the community is so much more important than how many houses you can build... (interview, Amy, October 21, 2009).

... the *research undertaken has helped to solve a problem inside a community that are appreciative of what we have offered*. This has *created a sense of pride and fulfillment...* (critique, Amy, 2009).

In recognizing an obvious difference in the experience Amy had in this course compared to other courses, she stated:

Independence is a really big deal. University has almost *been like high school* where *we still get teachers* and *we still have people telling us what to do*, but *this project has been a real leap for a lot of students...* the *social skills that have come out of it have been top notch...* people who are shy... have learned to deal with other people... so they have been able to develop the skills to be able to disagree or get their point across and for them to know that it is ok to do that.

We were *expected to do everything on our own* with a little *bit of guidance* or *help from our tutor* and that was it. I think it has worked very well (interview, Amy, October 21, 2009).

In these excerpts, Amy mentioned many of the elements that led to a different experience including: the originality of *work done as a group of students* while *solving of a problem*

inside a community that created a *sense of pride/fulfillment, independence* and the expectation of *doing it on our own* with only a little bit of *guidance/help from their tutor*, and the *social skills developed*.

Tabitha, another moderately engaged student, was working with Owl Primary School and their research aim was to learn if there was a need/desire for a secondary school in Owl. With regard to what it was like being a student in this service-learning course, she initially described her experiences as being comparable to being in a centrifuge. Tabitha explained the centrifuge analogy and then provided insight about the facets of her project represented in her analogy.

It is like we have been put in a test tube with all this muddy water and everything. The mud, stones and sands, everything, and we do not know what we are doing because the thing keeps stirring. The more we stir, the less you can see and you get a bit more confused. As the progress continues it stirs faster and faster and eventually the sands and all the sediments fall to the bottom and you can see through it.

First you have to *find out what you are researching*. *No one is telling you*. Basically, you get *given* this *very vague question* and *you go and find out what you want to know* and *what you need*. *No one is telling you here is the thing, now go and find it...* it is definitely *self-directed* (interview, Tabitha, October 19, 2009).

The allusion to the centrifuge analogy is best characterized by Tabitha's recognition of the *self-directed* element that is based on a learning environment where *no one is telling you* what to do and having to work together in order to *find out what you are researching*. This analogy also illuminated the ambiguity her group faced when not being told directly what to do. It is this that led to her confusion and the "muddy water". In her individual critique, she clarified the "we" she mentions in the above passage and distinguishes this as being her *group* or *new friends* and sources the group's effort as being "*the force to stir that water*" (Tabitha, 2009).

Tabitha had an interesting perspective about her interaction with the community organization her group was working with. She felt her group, "made it [research study results] more obvious to them [Owl Primary School], that a lot of things people think are

really just perception”. Here she referenced her group’s research findings and recognized that her group provided something of value to Owl Primary School. Even though she felt this way about her project and the community group, she sensed that, “we weren’t really fully in the community... we were just finding out for them” (Tabitha, 2009). However, this did not deter her from considering their project to be of *value to the community group* she was working with.

Mark, a moderately engaged student, brought an interesting perspective to the service-learning experience. While most of the other students enrolled in the course are in their early 20s, Mark, at the age of 32, was one of the oldest students. Based on his age and how he often referred to his previous work experience, it was apparent that he had more out-of-university work experience than his classmates. For example, at the beginning of the semester he described the best part of the course to date with,

The best part for me, and this might be because I’ve been on the workforce for the past 10 years; I deem it to be *relatively self-paced* in the respect that I don’t need to attend lectures each week where someone just throws up a whole bunch of slides they have been showing for the past 10 years. I find it *great we are concentrating so much on group work* (interview, Mark, August 22, 2009).

Like every other student who participated in this research, Mark recognized that his experience in an Approach II service-learning course was different and positive. Mark felt like, “[this class] is *taking a step in*, like *we’re a part of something*, and *we are dealing with real people* in the *real-world* and I think a lot of people are liking that” (interview, Mark, August 22, 2009). Interestingly, Mark clarified the difference in his experience from other classes in the context of engagement. He began by splitting the idea of engagement into two types, active and passive engagement where in a typical classroom, “*you are just sitting there*, there is *no interaction... they [classes] are passive engagement...*” he continued by identifying the Approach II service-learning course as an example of “*active engagement*”.

Moreover, he said that this service-learning course “represents different magnitudes of engagement”.

When asked to clarify what it was about his course experience that was actively engaging, he isolated an integral need that must be met with, “...it needs the *external emphasis placed on it*, because *you are not providing it internally* you *need an external catalyst to spark that interest*” (interview, Mark, October 19, 2009). He also identified the external emphasis for him during the semester with, “it is the fact that you have a *team driving you*”. Based on his experience from years of work, he refined his belief in an external influence on engagement and applied it to other students.

... you are going to hear a lot of people [students] say, ‘I worked a lot harder for this than I would have for my own project.’ People have this perception of how other people perceive them... they want to hold this status in a group. People feel a bit naked or exposed, like you are going to see how I work, you are going to see everything. They [students] have not really had to deal with that yet (interview, Mark, October 19, 2009).

As for Mark’s perception on the service provided to the community group, he indicated this component as being, “the best aspect” of the class.

The PBL process as a whole was great, but *for me*... the fact that it was *service based* was really *the best aspect*. This would have been the first time, for some in the group, where *work they do actually contributes to peoples’ lives in a real sense* (critique, Mark, 2009).

In providing the community organization with a report on the value of insulation and available subsidies, he said, “the true worth of what we have done for them [Project Weton]... is exposing them to new people [community members of Weton] in a very positive light” (interview, Mark, 2009).

Mark identified many elements that were similar to other students; such as, having an *external emphasis* based on having a *team driving you* and a *service component* of *true worth*, which *contributes to peoples’ lives* leads to *active engagement* versus passive. Consequently, all this added up to a *different, positive experience*. While Mark recognized

these elements of his experience as being opportunities for him to “brush up” on his skills, he saw how much “the process, more than the actual tasks” will help the students in their future careers. While Mark has had 10 years of work experience, it was these emergent elements that separated this class experience from previous ones.

A framework emerges based on a different experience for highly engaged students. Similar to the previous students’ experiences discussed so far, the highly engaged students recognized the course’s uniqueness or difference from previous classes and all three, Renee, Sara, and Leo, reported that they enjoyed their experience.

On the whole I have enjoyed it. I have really *enjoyed getting out into the community and gathering the data and solving real-world problems*. There actually *weren’t many similarities compared to other classes*. All those *other classes are knowledge based*, like accumulating masses of knowledge, but *this was skills based* (interview, Renee, October 19, 2009).

It has been an awesome *experience* that I *haven’t had in terms of learning at university*. It has been a *positive experience* at that. It’s felt like I haven’t been doing academic work as such, I feel like *I have actually been doing something of worth*. It has been awesome to be a part of that... (interview, Sara, October 21, 2009).

This has been a *completely unique course*... In five years time I can see myself still having very *vivid memories of this experience* in this course. It has been something amazing, I love it (interview, Leo, October 15, 2009).

Some of the initial elements of the students’ experiences that emerged from these data are *getting out into the community, gathering the data, solving real-world problems*, and having a *memorable experience*. These elements are resonant with what Sara said about *doing something of worth*. She specifically identified a dichotomy between what she is used to doing in classes and what was different about this with the phrase, *doing something of worth*.

While these students described their experiences as different, what was it that was so different that it led to a shift in the context of the classroom for these highly engaged students?

Leo was in the same group as Sara and they were working with Project Weton. The purpose of their project was to “identify the local impact this [Weton Farmers’ Market] had on business and community integration... we are essentially producing something other than opinion, something useful” (interview, Leo, August 12, 2009). In describing his service-learning experience he isolated three key elements that were instrumental.

With group work... 80-90% of the course, I would say it has been completely different to anything I have had before. Namely in the fact that we have been given a *real life issue* and because of the fact that *we were all responsible for our own work*. We knew the deadlines and that was it. Everything else was up to us. It was quite *different to any other course I have had at university* (interview, Leo, October 15, 2009).

The three key elements that distinguish Leo’s service-learning class from other classes were: *group work, a real life issue*, and being *responsible for our own work*. He also indicated that, “there were not a set number of lectures... there wasn’t set theory being given on a weekly basis... it was up to you” and that he and his team didn’t just sit at a computer and go to a website and type their research topic into the search engine then copy and paste. “What we did was our own research” (interview, Leo, October 15, 2009). It appears from Leo’s responses that highly engaged students in an Approach II service-learning course valued the opportunity to work on a community need in groups and to be responsible for their own work or research. In this, similar elements to those identified by the low and moderately engaged students were described.

Sara echoed the responses of Leo in clarifying the disparity between group work in other classes and group work in her service-learning course. Sara recognized that in other courses they have group work, but “not to the same extent as what this [Approach II service-learning] was... this was solely a group work course... there are opportunities in other courses to work in groups, but just for a tutorial... that is about it” (interview, Sara, October 21, 2009). The following statement by Sara served as an important source for developing other emerging elements.

You get to *know your lecturer/supervisor more*. There is a huge *social difference* in that respect. You are *not just doing it for yourself*, you are *doing something for someone else*. You are *sharing your knowledge*. In working with a group... we all bring *different things and come from different backgrounds*, and we are all getting to tap into that. Being able to *share knowledge among us* was *something I haven't really had in other courses* (interview, Sara, October 21, 2009).

In this, Sara referred to the relationship she developed with her lecturer and reiterated the previously noted sentiments of Renee with regard to “*doing something for someone else*”. In Sara’s individual critique she said that the method by which this course was taught, “imparts a level of responsibility upon the student that holds their work *accountable to an outside agency as well as themselves*” (Sara, 2009). Sara’s work was also held accountable to her group members and this too was an important factor of her experience in this course.

Renee was working with Project Weton on a topic designed with the purpose of learning more about sustainable tourism in Weton. She recognized this as being, “a very broad topic of sustainable tourism which can encompass a range of different things” (interview, Renee, August 11, 2009). In accordance with what Leo and Sara have identified in their experiences, Renee described hers in a similar manner. The first sentence in Renee’s individual critique stated,

The approach taken to teach this course allowed students to *develop into effective team-players*, to become *directors of their own study*, to *work on real-world problems* and to *enhance their transferable skills* (Renee, 2009).

In an interview, Renee further stressed the fundamental difference between her experience in this course and others with,

I probably *developed the most out of this course* than any other course because I was *faced with all these challenges* and I *had to overcome them*...

[I valued] experience rather than the stuff I learned. I was *more psychologically challenged in this course* whereas in the courses I have taken previously were more academically challenging (interview, Renee, October 19, 2009).

She previously recognized how her other courses were based on, “accumulating masses of knowledge” and how this course was more skills based. She also noted the value of the

experience she had and how it brought about greater development due to the degree of psychological challenge. She contributed psychological challenge to the fact that she had to, “work with other people”.

When asked what it means to be a student in her Approach II service-learning class, like the other students, Renee immediately addressed the fact that it is different from all of her other classes. She demonstrated this shift by saying,

...this course is more *self-motivated and group driven*. There are *greater opportunities to form relationships with other students*. I think it is *important in a career* to be able to *work within groups*. It is also really good to be able to *have some say about what you’re research is about and how you’re going to do it, rather than having it being dictated to you like it has been in the past* (interview, Renee, August 11, 2009).

Like many of the other students, Renee specifically illuminated the *self-motivated and group driven* environment this approach to service-learning creates, the *form[ing] of relationships with other students*, and the “*attitude of the lecturers towards the students... it is more of a level relationship*” (interview, Renee, August 11, 2009). Finally, in a similar manner as Megan (a low engaged student) she recognized the value in “*have[ing] some say about what your research is about and how you’re going to do it,*” especially compared with “*having it being dictated to you, like it has been in the past*”. This seems to be an integral component to the student experience. The fact that the research projects were designed and facilitated by the students seems to have set the tone for their involvement. The students, while aware that the projects were for an end-user, found value in the opportunity to take ownership in their projects. This is valued specifically in comparison to “*having it [research design] being dictated to you*” or having “*the methods and approaches... already laid out for us*” (Megan, 2009).

Thus, the following elements emerged as being integral to students’ service-learning experiences: *working with other people* and *form [ing] of relationships with other students*, having a more *level relationship with lecturers, more psychologically challenging*

components, being a *team-player*, being *directors of our own study*, solving *real-world problems* where you *have some say about what you're research is about and how you're going to do it*, and gaining *transferable skills*.

An emergent categorization of the different experiences identified by low, moderate, and highly engaged students. One of the most intriguing findings from this research is the similarities of students' experiences in this course despite their difference in engagement backgrounds. Not only did each student share similar sentiments among their peers in the same category of engagement, they also were in agreement with students from other categories. From the data presented here, it is possible to see the emphasis the students place on the *differences* found in their service-learning experiences compared with other university courses. The specific elements to emerge from these students' service-learning experiences helped to enhance the learning environment they were in and also shifted the context of their responsibilities and roles as students in a university classroom. For instance, the following elements combined to create a classroom environment that none of the students in this class had previously experienced (see Table 5.6).

Elements Identified as Different Experiences for Approach II Students		
Involvement & Collaboration	Creativity, Self, & Application	Growth, Value, & Contribution
I really enjoy it as it was very different to other subjects because it was in smaller groups	you are not really being taught, you are having to do it yourself	having a community group to work towards was an asset
it is a different kind of experience and interactions	it felt really weird because you weren't getting lectured or told what to do	you were not just completing work for an assignment
our tutor, he helped us a lot, but it wasn't the same	our tutor, he helped us a lot, but it wasn't the same	you were assisting the community at the same time
I have been involved in many projects with small groups before	we had to organise our own time and hours to meet	[runoff] is effecting quite a few people in Owl... we want to present something that is useful to everyone in Owl
the methods and approaches were often already laid out for us	I have been involved in many projects with small groups before	we got to do something that provided really solid evidence for Owl
it was a different experience, working with a group	the methods and approaches were often already laid out for us	the research undertaken has helped to solve a problem inside a community
this approach learned to think critically and attempt to solve a problem that is not 'scenario-based', but actually beneficial to others outside university	this approach learned to think critically and attempt to solve a problem that is not 'scenario-based', but actually beneficial to others outside university	this approach learned to think critically and attempt to solve a problem that is not 'scenario-based', but actually beneficial to others outside university
group work, trying to have everyone's separate parts of the report	the critique, I've never critiqued something like that before	the community is appreciative of what we have offered
the presentation was quite different, we don't typically do presentations like that	I did not want to sound negative, because it was really positive	this has created a sense of pride and fulfilment
virtually every other class I have done has been lectures	it is a such a different course... I suppose our learning is up to us	research results made it more obvious to Owl Primary School that a lot of things people think are really just perception
teacher standing at the front of the room with a slide-show going through notes	it is more self-directed	we weren't fully in the community... we just finding out for them
it [service-learning] is a lot more interactive than what I've done at university	you don't have a teacher telling you what to do because there aren't many lectures	research was of value to the community group
I actually got to know my group	it has been up to us to make the effort and get the research done	[this class] is taking a step in, like we're a part of something
we pushed each other along and got the work done as a group of students, not as students with lecturers	virtually every other class I have done has been lectures	we are dealing with real people in the real world
the social skills that have come out of it have been top notch	teacher standing at the front of the room with a slide-show going through notes	I think a lot of people are liking that
people who are shy have learned to deal with other people	independence is a really big deal	there needs to be the external emphasis placed on it, you are not providing it internally
they have been able to develop the skills to be able to disagree or get their point across and for them to know that is ok	university has almost been like high school	you need an external catalyst to spark your interest
the group or new friends and group's effort was the force to stir the water	we still get teachers and we still have people telling us what to do	the fact that it was service based was really the best aspect
[this class] is taking a step in, like we're a part of something	this project has been a real leap for a lot of students	this would be the first time, for some, where work they do actually contributes to peoples lives in a real sense
I find it great we are concentrating so much on group work	we were expected to do everything on our own	true worth of what we have done for them [community] is exposing them to new people within the community positively
typical classroom, you are sitting there, no interaction, passive engagement	with only a little bit of guidance or help from our tutor, that was it	I've enjoyed getting in the community, gathering data, solving real-world problem
this class is an example of active engagement and represents different magnitudes of engagement	we were put into a test tube with all this muddy water and everything	I haven't been doing academic work, I feel I've actually been doing something of worth
there needs to be the external emphasis placed on it, you are not providing it internally	the mud, stones, and sands, everything	it has been awesome to be a part of that [something of worth]
you need an external catalyst to spark your interest	we do not know what we are doing because the thing keeps stirring	we are essentially producing something other than opinion, something useful
it is the fact that you have a team driving you	the more we stir, the less you can see and you get a bit more confused	different because of the fact we have been given a real life issue
people feel about naked or exposed, you see how people work, you are going to see everything	the progress continues, it stirs faster and faster and eventually the sands and all the sediments fall to the bottom and you can see through it	in five years time, I can see myself still having very vivid memories of this experience in this course
They have not really had to deal with this yet	first you find out what you are researching, no one is telling you	its been an awesome experience that I haven't had in terms of learning at university
with group work, 80-90% of the course, I'd say it has been completely different to anything I've had before	you are given this vague question and you go and find out what you want to know	you are not just doing it for yourself, you are doing something for someone else
no group work to the same extent as [service-learning] this was solely a group work course	no one is telling you here's the thing, now go and find it, it is definitely self-directed	you are sharing your knowledge [with community]
you are sharing your knowledge [with group members]	class is relatively self-paced and I don't need to attend lectures each week where someone throws up slides	imparts a level of responsibility upon the student that holds their work accountable to an outside agency as well as self
we are all getting to tap into that [knowledge]	different because of the fact we were all responsible for our own work	SL allowed students to work on real-world problems and to enhance transferable skills
you get to know your lecturer/supervisor more, there is a huge social difference	we knew the deadlines, that was it, everything else was up to us	I probably developed the most out of this course than any other
in working with a group, we all bring different things and come from different backgrounds	there were not set lectures, there wasn't set theory each week, it was up to you	I developed because I was faced with all these challenges and I had to overcome them
sharing knowledge among us was something I haven't had in other courses	what we did was our own research	[I valued] the experience rather than the stuff I learned
SL allowed students to develop into effective team-players	SL allowed students to become directors of their own study	I was more psychologically challenged in this course
this course is more self-motivated and group driven	this course is more self-motivated and group driven	other classes are knowledge based, masses of knowledge, this was skills based
there are greater opportunities for relationships with students, its important in a career to work within groups	good to have some say about what you're researching, how you do it, rather than having it dictated to you like in the past	it was quite different to any other course I've had at university

Table 5.6. Unitized Data Emphasizing the Different Experiences had by Students in Approach II Service-Learning.

These elements provided insight into what students', from differing engagement backgrounds, experiences were and what made them different from what they were used to doing in other classes during university. Perhaps it is these elements of difference that form an enhanced learning environment leading to the likelihood of an enhanced learning experience and eventually enhanced learning. These experiences seem to be brought about by and are attributable to the learning environment generated by service-learning. Furthermore, they may be contributors to the relationships of service-learning and students' engagement.

Research Question Two: The Relationships of Approach II Service-Learning

RQ2. How do these students' experiences relate to an established model of service-learning (Clayton et al., 2005) and the outcomes typically attributed to it?

Similar to the structure of Approach I service-learning, the previously presented experiences from Approach II service-learning were further explored in light of an established theoretical model of service-learning (Clayton et al., 2005) see Figure 2.4. This theoretical model provided the initial frame for presenting the relationships that students' experiences had relative to the outcomes typically attributed to this pedagogy. With the data to support the relationships, a more thorough comprehension can be established; furthermore, insight from a more practical, emergent model serves as a frame for the New Zealand context.

The students' experiences described previously generated a shift and enhancement in their learning environment and brought about a range of outcomes with regard to student growth, academic enhancement, and community engagement. Service-learning appears to have impacted the students' development on a variety of fronts and insight from the answers

to Research Question Two served as the means for further understanding the impacts on these outcomes.

Service-learning outcomes from a lowly engaged perspective. Of the three outcomes typically attributed to service-learning, personal growth and academic enhancement seem to have occurred most prominently in these students' experiences. Megan recognized her experience with Approach II service-learning as one that led to her *building confidence*. An important element of her development in confidence was attributed to her *interactions with staff and students*. In fact, it served as a *motivator for interactions during* her time in the service-learning course and for *future interactions* she would have with *students and staff*.

It [service-learning course] *built up my confidence quite a bit*. I might actually talk to lecturers now and I have made a few appointments to go and talk to them. Normally I would be like, I don't need to talk to them, I will figure it out on my own or for myself. Now I am actually going to them and asking them for help. I think this [service-learning course] may have contributed to that. *I have tended to make a few more friends in other courses* as well this semester. Maybe it is because *I was starting to learn to talk with people more and interact a bit more*. It is not that scary, like it once was (interview, Megan, October 20, 2009).

Jon brought up an interesting concept about what it meant to have a class taught differently from previous ones and how that relates to the outcome of personal growth. In the following excerpt, Jon identified his movement to a place outside of what he is typically comfortable doing in a classroom, identified examples of this movement, and recognized the departure from the comfort zone as being something that has not commonly occurred in other university classes.

I have come *out of my comfort zone* as we talked about before. I have definitely come out of my comfort zone. [For example] *Speaking out* in front of so many people, *public speaking*. Also, at the beginning *meeting our group members*; I only knew one of them, but now we are all really good mates. It was good... getting to catch up with them every week. *It was good to get over my insecurities*.

How does it [Approach II service-learning] relate to other class experience? It really doesn't. I suppose I don't need to step out of my comfort zone, because *I don't usually do projects with other people in the class* and if I do I usually pick someone

that I know. I haven't really had to speak out much. I've done a tiny bit of it [group interaction and speaking out], but not really. Nothing like this [Approach II service-learning] (interview, Jon, October 20, 2009).

In Jon's description, the departure from his *comfort zone* seemed to lead to *personal growth* and occurred due to the different experiences he was having within this class. *Group interactions, public speaking*, and more *self-directed learning* were attributed to fostering the environment that was described by Jon and the other two students from the lowly engaged category as different. Jon recognized that in other classes he did not need to step out of his comfort zone in a similar way because he usually worked on an individual basis.

With regard to personal growth, when asked how this course related to other courses, Heather identified the relationship between doing something that is different from the usual classroom experience. Furthermore, she illuminated *working in a group, giving a presentation to the public* or doing an *individual critique*, and the personal growth that may accompany such experiences.

In other classes we do not work in groups. I think the *groups helped a lot* with the *personal growth*. In other subjects you do not really notice it because you are kind of just struggling alone with the content. It is kind of a given that you are going to know everything at the end. So, having set examples of personal growth you would notice versus random ones (interview, Heather, October 23, 2010).

Another identifiable relationship is between service-learning and academic enhancement. These students had to seek, access, and learn new information in order to pursue their projects. Heather demonstrated this relationship when she said that in a service-learning course,

You understand what it [what you are learning] means. It means *you have unpacked a situation that no one else has*. Well, they have looked at it as a problem, but no one else has actually made the effort to see where the problem is coming from, or why it is there or what impact the problem has. Then, that is what we manage to figure out (interview, Heather, October 23, 2009).

In this excerpt, Heather alluded to the originality of her project and the enhancement it had on her learning. It was an *original problem* and it was her *team's effort* that figured it out. With

a similar notion, Megan recognized the enhancement of the academic aspect of the classroom. She said,

By being introduced to the PBL [Approach II service-learning] approach, *I have learnt to think critically and attempt to solve a problem that is not ‘scenario-based’, but actually beneficial to others outside of University* (critique, Megan, 2009).

This same passage was used previously to demonstrate the difference between Megan’s previous class experiences and the current one. Due to the *actual benefit* of the *problem being solved*, Megan recognized how she has learned to *think critically*.

In his individual critique, Jon identified the purpose of the method of teaching he experienced. He said it,

is *focused around real life issues* and *involves students working in groups to solve problems*. This *form of learning* has *increased my understanding of the research process* and *help me develop team work skills*. My *knowledge had increased* and *way of thinking changed* (critique, Jon, 2009).

In this, Jon described the academic value of service-learning for students. Because it is focused around *real life issues* and involves *students working together* to *solve problems*, the students have the opportunity to interact with each other while applying their combined knowledge and abilities to solve a given problem. These problems are complex real life issues identified by the community group partners. This is an exemplar of how service-learning can shift the context of the classroom by providing students the means to focus on real life issues that involve students working in groups to solve problems.

Lastly, another outcome service-learning typically has is an increase in civic engagement. In the first round of interviews it appeared that the students did not feel like they were necessarily a part of the community. Furthermore, the students struggled to understand the concept of civic engagement. This was surprising, but not an isolated incident when taken in light of research on the meaning of civic engagement to different cultures. For the lower engaged students, the civic engagement relationship with service-learning did not seem as strong as the model would have suggested. Heather said, “I definitely *wouldn’t call it*

volunteer work” and Megan said, “she [community representative] didn’t really know what she wanted from us, we basically decided for ourselves” (interview, Megan, October 20, 2009) and “maybe it’s not [civic engagement] because no one really knows that we are out there” (interview, Megan, August 21, 2009). Though Megan recognized that it was important for her to “attempt to solve a problem that is... actually beneficial to others outside of university” (critique, Megan, 2009).

Jon had a slightly different perspective with regard to providing a service to the community. He said, “... we are helping the Owl community voluntarily and we are not getting paid for it. We are helping out” (interview, Jon, October 20, 2009). While there seems to be a difference in opinion of voluntary service as the civic engagement outcome of service-learning, the students were still *aware of the value* of what they were providing for the community groups. This awareness on the students’ part brought with it a number of elements conducive to the enhancement of the students’ overall experience. Heather put it best in that service-learning, “*enables students to research something that is of interest to them and their learning is not wasted*, it is *aimed at helping community groups with issues they have*” (critique, Heather, October 15, 2009).

Service-learning outcomes from a moderately engaged perspective. As with the lower engaged students, the moderately engaged students’ personal growth and academic enhancement were substantially influenced by their experiences in an Approach II service-learning course. Mark’s growth as a person was demonstrated in his critique under the section, “reflection of personal learning”. In this reflection, he recognized a paradigm shift in his attitude about this course and his interactions with fellow classmates. From his reflection journal, he cited two quotes that summed up his initial opinion of his service-learning course. They are his first sentiments from the Class Workshop Weekend.

Why do I need to go on this bloody stupid field trip with a bunch of teenagers? Just tell me what group I am in and our topic and let’s get it done!

These kids have no idea of what the real-world [working world] is like (Mark, 2009). At the end of the semester, he said it was a shock to read what he had written. He later realized that the Class Workshop Weekend was, “the most valuable part of the team building process” and said that he could see a shift in the tone of the entries in his reflection journal as the semester progressed. The new tone was indicative of a sense of ownership in the project, positive group dynamics, and recognizing that the service component was the best aspect of the course and a way to contribute to peoples’ lives in a real sense. Furthermore, he recognized that this course “has *helped me understand myself*” and that it “makes you step outside your *comfort zone*”.

Not only was Amy, who is a moderately engaged student, aware of her personal growth, she was also attuned to what was going on with the personal growth in the other members of her group. This link between service-learning and personal growth was demonstrated by Amy in the following excerpt:

I have *learned to work in a group environment*... it is learning to work with absolutely anybody and also... feeling that you can do it yourself.

I think it is in *learning* that *everybody has* their *strengths and weaknesses* and *everybody has something to offer*... I think that has been a really important learning experience for me (interview, Amy, October 21, 2009).

Amy attributed her newest recognition that “people are more than they seem” to her service-learning course experience. She believed that this was the value of working with her group and she also saw the growth of her fellow group members. With regard to two of her group members, she said, “... people who are shy... have *learned to deal with other people* because they had no choice... they have been able to *develop skills* to be able to disagree or get their point across and for them to know that it is ok to do that” (interview, Amy, 2009). Amy believed her experiences in this course have, “*enhanced my ability to work in groups, work towards a goal* and work well in *the research process*”.

Also for Tabitha, another moderately engaged student, there is a link between her service-learning experience and personal growth. How she *analyses and sees things* and realized that in the real-world, goals are accomplished by a *team effort*, served as two examples of ways she has grown. Tabitha recognized that things are *not always one dimensional*. She believed her growth was due to the “overall picture” or experience of her service-learning course more than one specific moment (interview, Tabitha, October 19, 2009). She recognized how uncomfortable it was for her to be working on a project and to not have the answers. This experience was out of her *comfort zone* and she described her service-learning experience as being a source of greater growth than her other classes. Her service-learning experience was “more like a *challenge* to your *own intellect*” because you actually “go through the *process* of *finding out* that one thing and make it relevant”.

This relationship between service-learning and academic enhancement was clearly recognized and described by all three of the moderately engaged students. Tabitha recognized the enhancement of her academic experience in an “*increased knowledge in qualitative* [research] *approaches* and *team working*” and as being, “very beneficial in whatever field I continue to do” (critique, Tabitha, 2009). An example of a situation that enhanced Tabitha’s academic environment came when she and Rachel, a fellow classmate, had just conducted a focus group with 18-19 year olds within the community they were researching and were on their way home.

On the way back... we were like, what is the point of this and somehow we came up with our research aim. That has been memorable for me. Because we were just sitting in the car, driving back, just talking and we were like, ‘why is there a need for a secondary school?’ We were like, hold on, just write it down (interview, Tabitha, October 19, 2009).

This specific interaction led to the *design* of their *research question* and the *interaction* that transpired in order to *create it*. Service-learning seems to have enhanced learning by enhancing the learning environment. Tabitha reinforced this idea in the following statement:

“... the students feel like they have more input in what they are learning and they are not dictated by the curriculum” (interview, Tabitha, October 19, 2009). This idea of input is important, because it is the same point she makes about what influences her engagement. This is further addressed in the context of answering Research Question Three.

The enhancement of Amy’s academic environment can be attributed to the experiences she had within her service-learning class. She learned that,

The *research process is a multifaceted* progression that requires an understanding of concepts, methodology, results and consideration of what they mean.

Each of the collective parts of research is equally as important as the others, especially *working with a group of people... respect[ing] their abilities* is the *most important part of the group research process* (critique, Amy, 2009).

The project led to a *shift in her thinking*, which represented the change of her typical view of finding results and discussing them, to a view that is more aware of the human nature of research. Amy specifically mentioned the concepts of *self-learning*, *independence*, and *providing solid scientific evidence* as important elements of her service-learning course. These are also elements correlated to the academic enhancement outcome, which may have been brought about by the social interactions generated by working together on a real life issue where the solution was commissioned by and warranted for the community groups.

In a similar manner, Mark identified the transferable nature of the skills learned in the service-learning course. He specifically identified that service-learning is brilliant and that, “it really follows on to what many in the class will be required to do once they are in the work force”. So, for Mark, it seems that service-learning has generated learning opportunities that led to the *development of skills* that will be *transferable* to the *work force*. This seems like a valuable enhancement of his academic environment. In this regard, Mark described his course as “taking a step in, like *we’re a part of something*, and we are *dealing with real people* in the *real-world* and I think a lot of people are liking that” (interview, Mark, August

22, 2009). For Mark, the opportunity to be a part of something and deal with real people in the real-world seemed to be aspects that led to his involvement in the learning process.

Finally, the relationship between service-learning and civic engagement is also of relevance to the moderately engaged student experience. Mark specifically noted the service component as the best aspect of the course and further clarified this by noting that this may have been the first time for some of the students to do work that will actually *contribute to the lives of people in a real sense*. Mark realized they were contributing to the lives of people by helping their community organization, but was also quick to clarify that he did not feel as though he was providing volunteer service in any way.

Amy and Tabitha echoed Mark's response in that what they were providing was *valuable for the end-user*, but *not necessarily volunteer service*. It was not volunteer service because, "in the beginning they *signed up* for a *class, not service*," (Amy, 2009) and "we did *not* actually spend that *much time with the community*" (Tabitha, 2009). Although, Amy did attribute her pride and fulfillment from the project to helping, "*solve a problem inside a community* that are *appreciative of what we have offered*". What was being provided by the student groups was recognized as a valuable investment of their time, but it did not seem to influence the students' perceptions that what they were doing was volunteer service. For the moderately engaged students, like the lowly engaged, the relationship between service-learning and civic engagement was not as strong as the other relationships. This distinction between students' projects not being actual volunteer service, but being viewed as valuable to an end-user by solving a problem within the community is interesting and further investigation is needed to understand this dichotomy. However, investigation into this dichotomy is not within the scope of this study.

Service-learning outcomes from a highly engaged perspective. As with the lowly and moderately engaged students, the highly engaged students' personal growth and

academic enhancement had the strongest relationships with Approach II service-learning.

Renee, specifically saw her time in this service-learning course as one which developed her personally with, “I have developed personally so much more through this course than any other course, just because I had to work with other people... I have actually had to work on cooperation” (interview, Renee, October 19, 2009). She attributed this growth to the

interactions with people that were brought about by the structure of the course. These people include her team members and people from the community group they were working with. She described this perspective as, “*couldn’t foresee any of the things that happened...* so, I think that encouraged personal growth” (interview, Renee, October 19, 2009). This alludes to the elements of *unpredictability* and *ambiguity* and because Renee had to have a tolerance for not being able to “foresee any of the things that happened”, this situation seemed to be one conducive for her personal growth.

With regard to personal growth, Sara mentioned, “It [the course] has given me the opportunity to have *experiences to challenge me to grow...* working with a *group*, working with a *community organization*, working with the *lecturers*, there were different elements there, which normally wouldn’t be available”. In the learning environment fostered in this course, Sara was able to overcome her, “whole control freak thing”. There is one particular moment of Sara’s personal growth when our group was writing their final report.

I witnessed a momentary breakdown in Sara. We were all discussing the final report and it was due the next day. Leo was on the laptop in my office and we had a projector and projector screen with our word document opened on it. All five of us were collaborating, discussing and throwing ideas around. We had been at it for the better part of three hours at this point and were all feeling a little frazzled, at least I was. After a while I remember thinking, ‘Sara is being quiet’. As this was out of her character, I started paying closer attention to the situation. I overheard her say to Jen, ‘I feel like this is getting away from me’. Jen responded, ‘no it isn’t, you know this’. Sara’s words gave clarification to what her body language was saying. She said back to Jen, ‘no, I just need a minute, I need to deal with this’. Sara proceeded to walk out of the office and did not return for nearly 15 minutes (field notes, October 8, 2009).

During her interview, Sara specifically noted her personal growth in reference to overcoming her “whole control freak thing”. With regard to that specific instance she said,

I found myself becoming a bit withdrawn... I felt like it [the project] was running away on me... I was like... ‘I am having to deal with myself right now’. *It was a bit scary for me*, because I was like hang on, I feel like we need to spend more time on this, but I know we will come back to that, but because we are not doing it on my timeline... it was a bit hard (interview, Sara, October 21, 2009).

Because of the service-learning experience, Sara sought to understand herself better and at the same time attempted to overcome some of the issues she identified. In comparison to her other courses, she said, “my *other courses have heightened those things in me*” and she wrote, “The journey of my *personal growth* and *learning* are *visible in my reflections*”. This serves as a key component for the relationship that existed for Sara between Approach II service-learning and personal growth.

In the initial interview with Leo, he described there being two universities within a university. Interestingly, this aligns with Kuh et al.’s (2005) conceptualization of student engagement being a balance between student effort and involvement in connection with university practices and conditions.

There is the *academic university* and there’s... a *social personal development university* that *you have to go through yourself*. This *includes social skills and people skills they develop* along the way everything that you need. The CV will get you in the door... everything else after that is that second university (interview, Leo, August 12, 2009).

Clarifying his ideas about these two types of universities; Leo explained the idea of merging these two universities. This is connected to the conditions and practices a university subscribes to promote, foster, and emphasize student engagement.

There are ways *classes can be set up to do both* [academic and social development], for instance in [Approach II service-learning]. On one hand I’m *academically being motivated*, I’m academically being *engaged in research*, but at the *same time socially I’m learning how to work in a group setting from learning how to go out and meet people*... I am *learning* what it means *to get out of your comfort zone* and go to a town and engage with people there. That is definitely building up that second university. [This class] is a perfect example of building both universities (interview, Leo, August 12, 2009).

From these passages, it is possible to infer that Leo saw a connection between his two universities and that connection comes from his service-learning experience. For Leo, service-learning connects the academic and the social and this connection influenced his personal growth. Leo referenced the source of his personal growth as coming from the interactions with his group. He said, “personal growth has been being in such a *diverse group* and saying we did it... which is something *I have never experienced before*, so it means growth”.

Leo recognized that he had never done anything like this before; therefore, it served as a catalyst for his growth. By working with a diverse group of people and achieving their goal, Leo had a novel experience. It appears that this difference in his experience enhanced his learning environment and brought with it a shift in context for what it means to be a student in a class. He attributed the amount of personal growth brought about by his service-learning experience to being “thrown significantly out of my *comfort zone*”. In this departure from his comfort zone, due to the different nature of what he was expected to do, it led to an enhancement of his class experience and personal growth emerged from that environment.

Just as prominent as the relationship between service-learning and personal growth, the relationship between service-learning and academic enhancement is distinct. To show this, Renee specifically said, “this course allowed me to develop my academic and professional skills... the *divergence* from typical lecture/exam format encouraged the development of *communication* and *leadership skills*; skills that have not been required through other university courses” (critique, Renee, 2009).

Leo also expressed the relationship between service-learning and academic enhancement. As discussed previously, Leo recognized the integration of his idea of two universities – the academic university and the social university. He identified that Approach II service-learning motivated him academically by engaging him in his research. This type of

involvement is indicative of the relationship that exists between service-learning and how it can enhance a student's academic environment. Leo said,

It [the course] has given me a whole new insight into how to conduct qualitative research. It has developed a part of my *research skills* which has previously been relatively underdeveloped in comparison to my quantitative research side.

We *did our own research* and that is going to be the big memorable thing as well as the countless hours spent calibrating the information for our final report (interview, Leo, October 15, 2009).

The language of *calibrating the information* is one of the elements also used to describe his idea of engagement. This is discussed further in the next section. The real life nature of the problem the students were seeking to solve within their groups, coupled with the originality and complexity of the project, seems to serve as the source for enhancing the academic outcomes of the course.

Sara also is aware of the relationship that exists between service-learning and academic enhancement. She illustrated this in juxtaposition to another class she had at the same time as her service-learning experience. In contrast to her service-learning experience, the other class project "...was just to regurgitate information. I didn't feel like I was going to be out seeking new information or having to really push my way of thinking or anything... so I lost interest" (interview, Sara, October 21, 2009). When asked how she would describe her service-learning experience to a future student, she said,

Given the *transferable nature of the skills that you learn in this*, both *for the subject* and *research* as well as the *dynamics with people* and the *social skills*, it is so valuable that it would be a disservice to not do this course before you graduate. What you gain out of this one course is so much more valuable than half a dozen (interview, Sara, October 21, 2009).

These three highly engaged students were aware of the relationship that exists between service-learning and academic enhancement and their learning environments were enhanced due to the opportunity to *diverge from the typical lecture/exam based class*, *develop communication, leadership, research, and team/social skills, do our own research*,

calibrate the information, seek out new information, and push their way of thinking. These elements, among others, helped distinguish the enhanced academic learning environment fostered by Approach II service-learning.

While the relationship between service-learning and civic engagement was identifiable in this particular class, it was not as prominent as service-learning's other relationships. The students categorized as highly engaged recognized the value and worthwhile nature of their project. Leo went as far as defining it as a different type of volunteering. He described their project as being an example of *academic volunteer service*. This was distinguished as its own type of volunteer service, service that is driven by, "specifically developing some piece of literature or work... that will *help an issue* that requires academic assistance" (interview, Leo, October 15, 2009).

During one group discussion, a student shared their opinion on these aspects in relation to the research they were conducting for their service-learning project. Quoting one of the community members from the research they were conducting in Weton, he said, "the volunteer aspect of this is like the concept of fake organic used to describe the local produce at the farmers' market discussed by a resident from Weton". Leo, Sara, and the other group members agreed with this idea of fake organic to describe their idea of Approach II service-learning being volunteer work. This meant they felt their service was artificial, synthetic or like Leo said, an example of *academic volunteer service*.

Despite this concept of fake organic service, Sara was very aware that the whole way through the project her group and she were,

*...serving a need for a community group... you feel like you are actually doing something that is going to help benefit them. You do have that same notion of helping where there is some need, but the *motivation* isn't quite the same because we *didn't start* this out ourselves or *off our own back*, it was given to us (interview, Sara, October 21, 2009).*

As highly engaged students, Renee and Leo shared these reactions to the voluntary, community engagement aspect of their service-learning experience. Renee recognized that Project Weton *benefitted from their* [groups'] *results*, but also was *hesitant to identify it as volunteer work* for the community because she was earning credit through the university and was not necessarily doing it voluntarily. In an early interview, Renee offered the following observation:

I think one of the *problems with uni* is they *teach people to gather information*, but they *don't tell them what to do with that information or provide opportunities for that information to be implemented or communicated to whom it may concern*. I feel that *students could be used as a tool to help the wider community*, because *we really don't contribute to society much*. In [Approach II service-learning] *I am actually doing something of value by working with the community* (interview, Renee, August 11, 2009).

While the students were aware of the community group as the end-user of their projects, they did not feel as though they were doing it voluntarily because it was a component of a university course. However, Renee clearly identified the value of being used as a tool within a community to apply knowledge that may assist with community needs. This serves as an example of the complexity that accompanies the interpretation of students' experiences within service-learning.

From these data, it is possible to recognize the complex relationships that exist between service-learning and personal growth, academic enhancement, and civic engagement. As with the Approach I service-learning course, Approach II service-learning aligns with the Clayton et al. (2005) theoretical model of service-learning outcomes and also with the situational balance of the relationships between each of the outcomes. For instance, the relationship between service-learning and the civic engagement outcome does not seem to be as influential on the students' experiences as the one with personal growth. It is imperative to note that while the relationship between service-learning and civic engagement does not

seem as strong as service-learning's other relationships, it was a fundamental component in fostering the attitude of the projects being worthwhile or having an intrinsic value.

From the data collected and the process of analysis, this was shown to be the case. This means that students' experiences in service-learning, with its real-world community identified project, collaborative group component, and practical experience, generated an academically enhanced environment that invoked students to personally grow through new challenges and engage with the local community. While the civic engagement component is identifiable, it is described as being more aligned with "academic volunteer service" or a "fake organic" type of service. Even in this context, the projects were described as being worthwhile and intrinsically valuable. Furthermore, these recognized relationships between service-learning and each of the outcomes seem to also be related to the broader relationship between service-learning and student engagement, which is addressed in the following section. To summarize these perspectives, the elements from the data which align with the outcomes attributed to service-learning and were visible in Approach II service-learning are presented in Table 5.7.

Elements Supporting the Outcomes Attributed to Service-Learning		
Personal Growth	Academic Enhancement	Civic Engagement
it [SL] built up my confidence quite a bit	you understand what it [what you are learning] means...	SL enables students to research something that is of interest to them
I actually talk to lecturers now and I've made a few appointments to go and talk	it means you have unpacked a situation that no one else has	SL ensures students' learning is not wasted
normally, I would be like, I don't need to talk to them, I will figure it out on my own	they have looked at it as a problem, but no one else has made the effort to see where the problem is coming from	the topics were focused around real life issues and involved students working in groups to solve problems
now, I am actually going to them and asking them for help	no one has made the effort to see why it [problem] is there or what impact it has	SL has students' efforts aimed at helping community groups with issues they have
I've made a few more friends in other courses as well this semester [due to SL]	it was that we managed to figure it out	we are helping the Owl community voluntarily
it is because I was starting to learn to talk with people more and interact a bit more	being introduced to PBL [SL], I've learned to think critically	we are not getting paid for it [helping the Owl community], we are helping out
it [interaction/talking with people] is not that scary, like it once was	I've learnt to attempt to solve a problem that is not 'scenario-based,' but actually beneficial to others outside university	I've learnt to attempt to solve a problem that is not 'scenario-based,' but actually beneficial to others outside university
I've come out of my comfort zone, I have definitely come out of my comfort zone	the topics were focused around real life issues and involved students working in groups to solve problems	she [community representative] didn't really know what she wanted from us, we basically decided for ourselves
[for example] speaking out in front of so many people, public speaking	this form of learning has increased my understanding of the research process	I definitely wouldn't call it volunteer work
[for example] at the beginning meeting our group members, I only knew one of them, but now we are all really good mates	this form of learning has help me develop team work skills	we contributed to the lives of people in a real sense
it was good to catch up with them every week	because of SL my knowledge had increased and way of thinking changed	what was being provided was valuable for the end user
it was good to get over my insecurities	I've had an increased knowledge in qualitative [research] approaches	it was not necessarily volunteer service
[in other classes] I don't need to step out of my comfort zone	I've had an increased knowledge in team working	because in the beginning we signed up for a class, not service
because, I usually don't do projects with other people in the class	my SL experience will be very beneficial in whatever field I continue to do	we did not actually spend that much time with the community group
I haven't really had to speak out much	students are less dictated by the curriculum	the service was academic volunteer service
I've done a bit of it [group interaction/ speaking out], nothing like in SL class	students feel like they have more input in what they are learning	we solved a problem inside a community that are appreciative of what we've offered
in other classes we do not work in groups and I think the groups helped a lot with the personal growth	we [Rachel and Tabitha] were like, what is the point of this and somehow we came up with the research aim for our project	academic volunteer service is specifically developing some piece of literature or work that will help an issue
SL has set examples of personal growth you would notice versus random ones	that has been memorable for me	the volunteer aspect of SL is like the concept of fake organic used to describe the Project Oweton Farmers Market
in other subjects you don't really notice growth because you are kind of struggling alone with the content	we were just sitting in the car, driving back, talking and we were like, why is there a need for a secondary school?	we were serving a need for a community group
shift from, why do I need to go on this stupid field trip and these kids have no idea what the real world is like, to...	we were like, hold on, just write that down	you feel like you are actually doing something that is going to help benefit the community
the most valuable part of the team building process and SL has helped me understand myself	the research process is a multifaceted progression that require an understanding of concepts, methodology, results, and consideration of what they all mean	I'm learning what it means to get out of your comfort zone and go to a town and engage with people there
SL makes you step outside of your comfort zone	each of the collective parts of research is equally as important as the others	you have that notion of helping where there is a need, but the motivation isn't the same
I've learned to work in a group environment	especially [the part] working with a group of people	we didn't start this [service] our ourselves or off our own back
it is about learning to work with absolutely anybody and also feeling that you can do it yourself	especially [the part] respecting their abilities is the most important part of the group research process	it [the service] was given to us
I've learned, that in learning, everybody has their strengths and weaknesses and everybody has something to offer	I've learned, that in learning, everybody has their strengths and weaknesses and everybody has something to offer	I'm hesitant to identify it [the project] as volunteer work for the community
people who are shy, learned to deal with other people because they had no choice	SL follows what many students in the class will be required to do in the work force	because I was earning credit through the university it didn't feel like service
they've been able to develop skills to be able to disagree or get their point across	this course allowed me to develop my academic and professional skills	because I was not doing it voluntarily it didn't feel like volunteer service
SL has enhanced my ability to work in groups, work towards a goal and work well in the research process	in SL we're taking a step in, we're a part of something, we're dealing with real people in the real world and I think a lot of people are liking that	in SL we're taking a step in, we're a part of something, we're dealing with real people in the real world and I think a lot of people are liking that
my growth was due to the overall picture or experience of SL	it [SL] has given me a whole new insight into how to conduct qualitative research	we were working with a group
SL was more like a challenge to your own intellect	we did our own research and that is going to be the big memorable thing	we were working with a community organisation
I realised things are not always one dimensional	my other class assignment was just to regurgitate information	we were working with the lecturers
its not like an assignment where you fill in a list of questions, you go through the process of finding out one thing and make it relevant	its not like an assignment where you fill in a list of questions, you go through the process of finding out one thing and make it relevant... so I lost interest	there were so many different elements
I've developed personally so much more through this course than any other course	in my other class, I didn't feel like I was going to be out seeking new information	these elements normally wouldn't be available

Table 5.7. Elements Supporting the Outcomes Attributed to Service-Learning.

Elements Supporting the Outcomes Attributed to Service-Learning (cont)		
Personal Growth	Academic Enhancement	Civic Engagement
because, I had to work with other people, I've actually had to work on cooperation	in my other class, I didn't feel like I was going to really push my way of thinking... so I lost interest	
I couldn't foresee the things that happened, I think that encouraged personal growth	it [SL] has developed a part of my research skills which has previously been relatively underdeveloped	
it [SL] gave me the opportunity to have experiences to challenge me to grow	what you gain out of this one course is so much more valuable than 1/2 a dozen others	
working with a group, working with a community organisation, working with the lecturers, there were different elements	academic and professional skills are skills that have't been required through other university courses	
these elements normally wouldn't be available	given the transferable nature of skills learnt in [SL] for the subject and research	
I found myself becoming a withdrawn, I felt like the project was running away on me	as well as the dynamics with people and social skills learned	
I realised, I'm having to deal with myself right now	it is so valuable that it would be a disservice to not do this course before you graduate	
it was scary for me, because I felt we needed to spend more time on this, because we weren't doing it on my timeline it was hard	the divergence from typical lecture/exam format encouraged the development of communication	
my other courses have heightened those things [control freak nature] in me	the divergence from typical lecture/exam format encouraged the development of leadership skills	
the journey of my personal growth and learning are visible in my reflections	the journey of my personal growth and learning are visible in my reflections	
classes can be set up to do both [academic/ social development]	another memorable thing is the countless hours spent calibrating information for our final report	
for example, [SL] on one hand I'm academically being motivated, I'm academically being engaged in research	for example, [SL] on one hand I'm academically being motivated, I'm academically being engaged in research	
at the same time socially I'm learning to work in a group setting from learning how to go out and meet people		
I'm learning what it means to get out of your comfort zone and go to a town and engage with people there		
[SL] is a perfect example of building both universities [social and academic]		
personal growth has been being in such a diverse group and saying we did it		
this is something I've never experienced before, so that means growth		
I was thrown significantly out of my comfort zone		

Table 5.7. Elements Supporting the Outcomes Attributed to Service-Learning Continued.

Research Question Three: Approach II Service-Learning and Student Engagement, an Influential Partnership

RQ3. How does the use of service-learning in an Approach II service-learning course appear to influence student engagement?

I have established what students in an Approach II service-learning course experience and justified those experiences as sources for the various service-learning relationships that developed over the semester. It is at this level that the influential nature of the relationship that exists between service-learning and student engagement can be more deeply explored. The data presented in this section are divided into three categories representing students' voices and experiences from differing engagement levels: low engagement, moderate engagement, and high engagement.

Lowly engaged student perspectives on service-learning and student engagement.

For Jon, Megan, and Heather, the relationship between Approach II service-learning and student engagement was apparent from the data. To demonstrate this relationship, Megan described this class as being “*more in your face, you see it for yourself*, whereas in *other classes* you have to be *focused into a book or pictures on a slide*” (interview, Megan, October 20, 2009). She used the following examples to further clarify how she was engaged.

I was quite *interested in tallying up the results from* our qualitative *survey* questionnaire. Reading what other people thought, their opinions of home insulation, it was *quite interesting to see what they said* (interview, Megan, October 20, 2009).

She said she was interested in what she was doing and according to her, interest or fascination was a fundamental criterion of engagement. She said this approach to teaching was quite good for generating engagement for students with, “This is a *good way of learning because* you can *research it and think about it and see it up close*” (interview, Megan, October 20, 2009).

Jon had similar sentiments with regard to his engagement due to the service-learning experiences.

My thoughts as to how I best gain knowledge have changed somewhat. I have always known that *I absorb little information from lectures*. At the conclusion of this course [Approach II to service-learning], I now believe *group research is a great way of gaining deeper levels of understanding*. *I have become engaged in our topic and committed to providing a service to the Owl community*. Now that I know how I learn most effectively, I shall be able to action this in other situations (critique, Jon, October 15, 2009).

Jon described the typical classroom situation as being lecture based and where he recognized how little he actually learns, or absorbs in those types of situations. From this, it is clear that his experience with Approach II service-learning served as a more engaging vehicle leading to deeper learning or as Jon puts it, a *deeper level of understanding*.

Heather also equated her experience with the community project as a source for engagement with,

I was *engaged* in the project because I actually *wanted to get something out of it*. It was *about succeeding at something*... you *didn't just* have to *memorize something*, you had to *be a part of it the whole time*. It was possible to be *constantly involved*. It was the *constant involvement with the group* as well...

I just *wasn't doing a theoretical situation*... I knew this [her work] would go into the report (interview, Heather, October 23, 2009).

From these data, the relationship that existed between service-learning and student engagement was quite clearly pronounced. This particular approach to service-learning was recognized as *in your face*, where *you see it for yourself* and the assigned community project required *constant involvement in the project* and *constant involvement with the group*. This required that the students *had to be a part of it*. Because they were *not memorizing something*, they *wanted to get something out of it*, and were *committed to providing service to community*, this seemed to lead to greater *engagement in the topic* and then *to a deeper level of understanding*. So, the relationship that exists between service-learning and student engagement appeared to be authentic and obvious.

Heather described her service-learning experiences as engaging with,

I was engaged in the project because I actually *wanted to get something out of it*. It was about succeeding at something... you *didn't just have to memorize* something,

you had to *be a part of it the whole time*. It was possible to be *constantly involved*. It was the *constant involvement with the group* as well (interview, Heather, October 23, 2009).

She provided further clarification of her idea of the influence of service-learning on engagement when she referred to being a part of something “the whole time”. This idea of constantly being a part of something related back to her idea of what it means to be engaged. It is at this level that one of the important aspects of the relationship between Approach II service-learning and student engagement seems to exist. Presumably this type of continual engagement is an example of what teachers desire for their classrooms. Leo, from the high engagement category, identified a similar notion in his statement, “I was doing work on it every day” (interview, Leo, 2009). Perhaps this type of continual engagement could be better for students’ learning than short periods of engagement days or hours prior to an assignment being due or an assessment being administered.

In another example, Heather reflected on the difference in attitude she has on the topic of Geographic Information Systems (GIS). Based on her previous GIS experiences, her attitude towards it was that it was “quite boring”, but after applying her knowledge of GIS in the service-learning course, she found it “really interesting”. When asked to describe a particular point in the semester when she felt engaged, she mentioned her involvement in the Approach II service-learning course.

I was quite engaged in the GIS. I took a paper last year and didn’t find it interesting... I kind of thought it was quite a *boring* thing, but it felt really *interesting* this year and I could kind of learn and work my way around the program because I knew what we could produce and I know how *helpful* it would be *to both groups* [class and community group]. So I spent four full nine hour days up in the 6th floor computer room trying to get it. I knew it would be *beneficial*. We [class group] found it quite interesting in the end, I was really pleased compared to when I had taken the same thing last year and found it not as interesting (interview, Heather, October 23, 2009).

When asked to further expand on what about this particular experience was so engaging, Heather replied,

I just *wasn't* doing a *theoretical situation*. You know how they [teachers] give you pretend situations, and it is like cool, all they are going to do is *throw it away*. I knew this [GIS] would go into the report and quite a few people in the class mentioned that they thought the graphs were really good stuff (interview, Heather, October 23, 2009).

In this course, Heather became more comfortable with using GIS and interested in using it in the future by seeing the relevance of what her group was doing and for whom they were doing it. The element of relevance is important to the work she, her group, and other students were doing. Furthermore, the other relationships between service-learning and civic engagement and academic enhancement seemed to be influential components on Heather's engagement.

In this instance, the work with GIS had an end-user rather than an end grader. This depiction is made clear in the following passage from Heather's individual critique.

Students learn by researching a project that they selected from community groups at the beginning of the course... this enables students to *research something* that is of *interest* to them and their *learning is not wasted*, it is *aimed at helping community groups* with issues they have, as well as teaching the students valuable *group work skills* and *real life research situations* (critique, Heather, 2009).

Leo, from the high engagement category, referenced a similar element in his description of other courses.

I have run into a lot of courses where an *assignment* we had to do or something that *we had to analyze*, which *has been analyzed before* and which *we know the outcome of, but we had to regurgitate it*. That is *a waste of a 30% assignment*. We know it has already been done, *we are sure of the outcome... it is not valuable* (interview, Leo, 2009).

There seemed to be a greater value placed on the end product produced in the service-learning course than in the previous courses Heather and Leo had taken. This provided them with a fundamental shift of what it meant for them to be a student in a class. Additionally, this also suggested the strong influence service-learning had on their interest and the value they placed on their project, both of which ultimately led to greater engagement. Considering that Heather was identified as lowly engaged and Leo was identified as highly engaged, it is significant that both of them were influenced in a similar manner in this course.

When asked about his prior class experiences, Jon said, “I go into a lecture, have a PowerPoint. *You are virtually given all the information and then you just add a few extra notes if you need it*” (interview, Jon, October 20, 2009). He described this notion of where he learned best – in the lecture theatre or out in the community – as:

My thoughts as to how I best gain knowledge have changed somewhat. I have always known that I absorb little information from lectures. At the conclusion of this course [Approach II to service-learning], I now believe *group research* is a great way of *gaining deeper levels of understanding*. I have become *engaged in our topic* and committed to *providing a service* to the Owl *community*. Now that I know how I learn most effectively, I shall be able to action this in other situations (individual critique, Jon, October 15, 2009).

From this it appears that his experience with Approach II service-learning increased his engagement, which led to deeper learning or, as Jon puts it, a deeper level of understanding. Moreover, his civic and personal outcomes were influenced by his experience with service-learning because he grew to recognize the value of group research and more about his own learning style. Additionally, he grew civically because he was committed to providing a service to a community group. Both of these relationships are good examples of how service-learning and student engagement are linked.

When discussing the idea of engagement with Megan, she distinguished the difference between her Approach II service-learning course and other courses with, “*my only other classes* this year are biology so they *are just lectures*... this one [Approach II service-learning] *is more in your face*, you *see it for yourself* whereas in other classes you have to be focused into a book or pictures on a slide” (interview, Megan, October 20, 2009).

Furthermore, it appears that these different experiences influenced her engagement. For instance, *not having the methods already laid out, learning to work together/group dynamics*, having to *learn to think critically*, and attempting to *solve a problem that is not scenario-based*, but actually *beneficial to the end-user*, seemed to be the fundamental reasons why Megan felt engaged.

Moderately engaged student perspectives on service-learning and student engagement. For the moderately engaged students, service-learning and student engagement had a substantial relationship. Tabitha, who believed engagement to be *involvement*, *fulfillment*, of *interest*, and something that *does not feel like a burden*, demonstrated the complexity of this relationship with, “I didn’t feel engaged while I was doing it. I suppose when I was doing what I was doing I was a bit stressed. Looking back now, I can say that I was engaged...” (interview, Tabitha, 2009).

When asked to reflect on what was happening during a time when she was engaged, she responded, “we were all *putting our ideas together* and *engaging our thoughts*... and how we could have been better or just pointing out what is good...”. In comparing her service-learning experience with other courses, Tabitha stated,

I can’t see any engagement in any other class! *This* is the *class* that *I could really feel engaged*... *socially* and *intellectually*. The *social part* you *get to know people* in your group... you have to *put your ideas together* and *you talk* and *that is the social part*... my other classes you can maybe be engaged intellectually, but even so you do not want to talk. This time we have *engagement with staff and students* (interview, Tabitha, 2009).

Tabitha attributed her engagement to the active engagement opportunities in her service-learning experience with, “active [engagement] is like *give and take*... you have the *input* into *what to be thinking of or bringing the ideas together*”. This is in sharp contrast to passive engagement which she described as being more of a one way transmission in the form of either giving or receiving information, but not both. This also illuminated her perspective that engagement is “a *dialogue is engagement because it is not one way*” (interview, Tabitha, August 22, 2009). About her Approach II service-learning class, Tabitha said, “*students feel like they have more input in what they are learning* and they are *not dictated by the curriculum*”. It seemed to be the *involvement with students and staff* along with the opportunity to have *dialogue* in the form of *give and take*, and have more *input*, that generated such an actively engaging learning environment for Tabitha.

Tabitha was aware of the relationship between student engagement and service-learning. Initially she illustrated her experience as being comparable to being in a centrifuge. The elements (students, staff, literature, their community group, community members, and the specific topic) were all thrown into the test tube, which symbolized the project. In her critique she specifically described the *efforts of the group* as “the *force to stir that water*” or centrifuge. She provided further clarification of this analogy.

The whole journey we have been stirring that muddied water and therefore unable to see the clarity of the water. As more *efforts* were put towards the project, the stirring became in unison and accelerated, thus eventually... able to separate the mud from the clear water (critique, Tabitha, 2009).

A specific example of Tabitha’s engagement being influenced by the opportunities initiated by service-learning and of her group’s combined involvement generating the effort necessary to clarify the waters is of relevance.

When we were getting ready to do our presentation, all of our six members sat around and we went through each slide and saw what we could add to it. *We were really engaged*. All six of us got to *put our ideas into it* and we got really *engaged with the ideas*. We were able to say, ‘yea, that is really good’ or ‘that should be gone’.

We were all *putting our ideas together and engaging our thoughts* (interview, Tabitha, October 19, 2009).

Tabitha described engagement as “being involved... and you do not feel like it is a burden... and you get fulfillment”. The experiences Tabitha had in Approach II service-learning influenced her engagement.

Mark described his idea of engagement in a very similar manner. Mark recognized that “it is *reciprocal* to be engaged... *you are giving the same back to someone*... showing an *interest, actively engaged*, and *not just passively sitting there*. Active engagement is 309 [Approach II service-learning course]” (interview, Mark, 2009). For Mark specifically, it was this different type or “magnitude” of engagement that enhanced his learning environment and provided an experience that was different from previous classes. This, “different magnitude of engagement” was brought about by, “doing the *presentation* and getting a proper forum

where they [students/staff/community group] are actually *asking you questions*,” “having a *team driving you*,” and because “it was *service based*”. It is clear that Mark saw the linkage between his engagement and service-learning.

Mark identified the difference in the type of engagement the course demands. He explained that in an Approach II service-learning course he had to be actively engaged as opposed to passively engaged. He further clarified that he was actively engaged throughout “the whole process [course]”. He attributed his active engagement throughout the whole process to the external emphasis his project had. This external emphasis for his active engagement was based on the situation that, “you have a team driving you” and, according to his critical reflection paper, the service component. He revealed the service aspect of his project as a way to contribute to peoples’ lives in a real sense. Mark’s engagement was influenced by the learning environment constructed by Approach II service-learning. This learning environment generated *active engagement* throughout the *whole project*, brought about by having an *external emphasis* and *interest* in the form of *team driven work* and the *service component* leading to the development of many *transferable skills*.

For Amy, engagement was being “involved completely with what you are doing and who you are doing it with”. She specifically identified the elements of *involvement with what* and *involvement with whom* as integral components of engagement. When specifically asked about her engagement in Approach II service-learning, she responded, “I have been engaged with *my group*, I have been engaged with the *community group* and it has been really positive”. She credited her engagement to the *amount of work* they had to do and that they had to *work together* to accomplish it and said, “we had to make it work for ourselves and for everybody else... that is how we got engaged”. Furthermore, she was aware that each group member,

had strengths and weaknesses and we all worked towards that and that engaged us even more, because we got to learn something we didn’t know or do something we

didn't usually do with each other, so we got more engaged with the work and more engaged with each other (interview, Amy, 2009).

Amy specifically mentioned the value of group work as being an opportunity to give and receive feedback with,

We think about it and then we do it for ourselves and then we would swing around and ask someone what they thought and then if they didn't understand it then, for us to teach it to them (interview, Amy, 2009).

This perspective of engagement in the form of feedback between and among students is another element within the relationship between service-learning and student engagement.

Amy's engagement was further influenced by the relationship shared with service-learning. According to Amy she got more out of this class than what she has out of her others. The reason seems to be the balance of having "to *work together* [students]... to *make it work for ourselves* and *everybody else*," the *community group project* (source of pride and fulfillment), *self learning*, and *independence*, which led to her complete involvement in what she was doing and who she was doing it with. That is Amy's definition of engagement. The fact that Amy isolated the expectations of the community group that "*genuinely need*[ed] our study," served as an example of the value and influence real-world projects leading to community benefits can have on a student's engagement. The students participated in a worthwhile, needed project, where they worked together and were driven by their own self-directed learning, interests, and independence, all united to create an enhanced academic learning environment for personal growth and involvement with the community.

Service-learning appeared to be influential to students' engagement regardless of prior engagement as identified by the AUSSE. As previously discussed in answers to Research Question Three, all three of the moderately engaged students clearly stated how service-learning and their engagement was linked. Just how service-learning influences students with a history of moderate engagement is similar to how service-learning influences the lower engaged students discussed previously.

Highly engaged student perspectives on service-learning and student

engagement. In defining what engagement was to them, students in the high engagement category identified many of the same elements as their fellow classmates. For example, Renee described engagement as,

It is kind of more like a *dialogue*. You *engage in the learning* and *you learn from doing things with other people and from other people telling you things* and then *you take that idea back to them*. It is *learning new skills like communication*, but things that *require self motivation* so *you actually have to facilitate your own learning rather than having it dictated to you* (interview, Renee, October 19, 2009).

Renee provided further clarification of her engagement with Approach II service-learning by responding to a question about the difference between passive and active engagement.

I think [this course] is *typical of active engagement because it is entirely self-motivated learning*. The *lecturers take a step back* and *let you come up with ideas* and *design the methods* and things and you have to *actually motivate yourself to go out into the community and gather the data*. Active engagement is where the *onus of learning is on you rather than on the lecturer to teach you the ideas*. In active learning... you are *using a range of skills: communication skills, leadership skills, interviewing skills*. Active engagement reflects what you *do in a career*, whereas *passive engagement reflects the typical university course* (interview, Renee, October 19, 2009).

She directly recognized these elements about her idea of engagement: *dialogue, doing things with other people, self-motivation, facilitate your own learning, active learning, and career relevance*. In this she showed that in active learning you use a range of skills. She had mentioned at the beginning of the semester that engagement is, “learning through a number of different methods” (interview, Renee, August 11, 2009). In an active engagement course, like Approach II service-learning, Renee was given many opportunities to be engaged with her learning and moreover, learn through a number of different methods.

Sara recognized engagement as, “*being connected into what you are doing... having interest... being wholly present.... connected*”. Additionally, she stated, “The whole way. Right from the get go I felt engaged”. This continual engagement was further described by her as:

When we were interviewing the London Street patrons, you know, people who weren't even coming into the business, but wanted to know what we were doing. It wasn't like, 'ahh it is a university project, we are just doing a sample'. I wasn't like that, I was like 'alright, we are...' and *the energy behind my response showed me how engaged I was with the project. I was interested in the results of what we did.* With engagement in this class, it is like *I switched into a whole other gear that I didn't know I had* (interview, Sara, October 21, 2009).

Sara mentioned her *interest* and *connection* as elements of engagement and used a metaphor of switching into a gear that she didn't know she had to illustrate the relationship between service-learning and her engagement, which was the result of how the course was structured.

Leo articulated the relationship between service-learning and his engagement with, "because it was a PBL SL course, I felt I was engaged at an 8 – 8.5 [out of 10]. That is for real. *I was doing work on this everyday...* that is by far above... other courses". Leo described the element of *continual engagement* that was demanded of him, which is similar to the element identified previously by Heather ("*be a part of it the whole time*. It was possible to be *constantly involved*"). Leo also emphasized the importance of everyone "being *equally involved... calibrating ideas... genuinely interested...*". Like Leo, Tabitha also said that the elements of "*putting our ideas together and engaging our thoughts*" were an influential component for her engagement.

This influential role of service-learning on student engagement was clarified by Sara, who decided to drop another course in the middle of the semester. "I pulled out of one course this semester because *it did not challenge me* enough" because "the defining moment was when I had this project to do and it didn't engage me because it didn't challenge me". She stated that the *project was only a regurgitation of information* and that she did not feel like she was seeking anything new nor did she need to "*push her way of thinking*," or feel like she would get anything out of it. Sara had "lost interest" in this class and saw no reason to continue. She concluded that, "there was no way that could have happened in 309 [service-learning course]". According to her this would not have happened in her service-learning

course because she was “in a **group with peers** of an equal level, academically speaking” and it “was **worthwhile intrinsically**”. It was a different experience than she had before and in this she was interacting with fellow classmates on a **challenging, worthwhile project** in a way that kept her **interested** and therefore engaged.

Sara provided further clarification of the link between service-learning and student engagement with,

I am going to remember what we learned through doing our project a lot more than what I am going to remember about what I have learned in most of my other courses this year, because I was so **involved in doing it**. I already find myself **speaking about our findings to other people**... in conversation. The fact that it has impacted me that much, that **I am bringing it into everyday life**, you know, not just keeping it to my university life, is interesting. It is obvious that **it meant something to me** (interview, Sara, October 21, 2009).

Sara continued by identifying her **interactions with her group and lecturers** as being influential to her learning. This idea of being, “so **involved in doing it**,” that her coursework actually edges into her personal life, is an established hallmark of being engaged according to the AUSSE and was described by her as:

The people. The people, specifically our group. Because we became friendly with one another and got on the personal level... **I let you into parts of my life**, which normally I wouldn't with just anyone I was sitting next to in a lecture theatre. So, there was that **deeper involvement** than just being classmates in 309. You know you would **come to my house**, you would **see my child, see how my household operates. I exposed a lot more of myself personally**. You know, like I said before, there was... **academic exposure** to what everyone already knew in the form of knowledge, but then there was that **personal exposure of ourselves** and so, there was a lot more personal growth because of that (interview, Sara, October 21, 2009).

While this passage is contextualized with regard to personal growth, it demonstrated the broader relationship between service-learning and student engagement. Sara illuminated this with the phrase “**deeper involvement**”.

Leo also saw service-learning as being influential on his engagement with,

309 [service-learning class] presented me with a **unique opportunity** to take part in a **relatively large and intensive group project** that required a **high degree of concentration** and **time input**. The course had presented our group with a **real community issue** in which to partake. As a result, my **interest in the subject grew**

deeply from the first group meeting. In turn, this had also meant that I was far *more engaged* in the subject; namely, I was more *engaged in consistent research* throughout the course... as well as in *developing the presentation* and *final write-up*. This was *different to other subjects* in which my interest in the course was not as significant. As a result, I feel that my level of *commitment was significantly higher* in this course than other courses... (critique, Leo, 2009).

Leo identified many of the elements that have been discussed previously in this chapter and directly related those elements to his engagement in this Approach II service-learning course.

Like Heather from the low engagement category, Leo also saw the difference in his service-learning course from the other courses he had taken. This difference was about being *engaged in a consistent* manner or “throughout the whole course as opposed to being engaged three days before an assessment is due”. He went on to identify that there are, “many more valuable *interactive experiences* as opposed to other courses that do not offer as many opportunities...”. These opportunities for interaction were critical for Leo’s engagement.

He was also aware of the influence the *real community issue* had on his engagement. At one point he isolated the real-life scenario component of the service-learning experience as being the most valuable factor in his engagement. He said,

Group projects are important, but I wouldn’t rank them as number one, I think what made 309 [service-learning class], apart from the fact that it was a group project, is the fact that the *projects were community based* and *real life* (interview, Leo, October 15, 2009).

Additionally, he recognized that being given a “real life issue,” was a “key factor that will affect my work place experience in the future”.

An example of this interplay between service-learning, academic enhancement, and engagement was illustrated in his following reflection:

We got an insight into what it is like *not being given a final output* and then having to go back and *create that output*... and having to create the output all by yourself (interview, Leo, October 15, 2009).

Leo had identified the value of having to create an output on your own because none of the projects had been done before. This experience provided a memorable interaction brought about by an enhanced learning environment.

Finally, Renee also saw the influence of service-learning on her engagement. In her critique she said, “The course encouraged the development of a *wide-range of skills* and guided *students to apply these skills* to come up with *solutions to real-world problems*”. Her words of “encouraged” and “guided” are important parts of her service-learning experience and point to the larger learning environment that was created in this course. Tutors, peers, and community groups were available as sources of encouragement and guidance through feedback and the provision of information and data. She described the link between these multiple methods of learning and engagement with,

Learning through a *number of different methods* is engagement. Learning through talking, through research, through writing, through interviewing, all sorts of different methods of learning... makes you more engaged (interview, Renee, August 11, 2009).

The many methods she experienced throughout her time in Approach II service-learning were brought about and strengthened by the pedagogical setting of service-learning. She has described her service-learning course as being one that developed a wide-range of skills by allowing her to apply them to a *real-world project*. The opportunities to develop this wide-range of skills seemed to have emerged from her engagement. She specifically attributed her personal development to having to *work with other people*. For Renee, a learning environment where she gets to participate in a *dialogue* where students get to *come up with their own ideas* and *think for themselves* is synonymous with engagement.

Renee, Sara, and Leo all valued interactions with their fellow group members and the real-world problems they worked on with their community organizations. Also, having the opportunity to come up with their own ideas in contrast to regurgitating information seemed to influence their engagement. In these experiences, their engagement is influenced by

service-learning in the context of the different opportunities that also generated personal growth, enhanced their learning environment, and established their efforts as being worthwhile for the community. See Table 5.8 for a concise presentation of the data and elements that align service-learning and student engagement.

Elements of Student Engagement's Partnership within Approach II Service-Learning		
Low Engagement Element	Moderate Engagement Elements	High Engagement Elements
[SL] is more in your face, you see it for yourself	I suppose when I was doing what I was doing, I was a bit stressed	engagement is kind of more like a dialogue
whereas in other classes, you have to be focused into a book or slides	I didn't feel engaged while I was doing it	you engage in the learning and you learn from doing things with other people
I was quite interested in tallying up the results from our qualitative survey	looking back now, I can say that I was engaged	from other people telling you things, you take that idea back to them
reading what other people thought, their opinions on home insulation, it was quite interesting to see what they said	engagement is involvement, fulfilment, of interest and something that does not feel like a burden	I've run into many of courses where assignments we did or analysed had been done
this is a good way of learning because you can research it, think about it, and see it up close	we were all putting our ideas together, engaging our thoughts, how we could have been better or pointing out what was good	in this we knew the outcomes already, but we had to regurgitate it, that is a waste of a 30% assignment
from SL class my thoughts as to how I best gain knowledge have changed somewhat	I can't see any engagement in any other classes	we knew it had already been done, we were sure of the outcome, it is not valuable
I've always known that I absorb little information from lectures	this [SL] is the class that I could really feel engaged, socially and intellectually	its learning new skills like communication, but things that require self-motivation
now I know how I learn most effectively, I'll be able to action it in other situations	the social part you get to know people in your group	you actually facilitate your own learning, rather than having it dictated to you
at the conclusion of this course [SL], I now believe group research is a great way of gaining deeper levels of understanding	you have to put your ideas together and you talk, that is the social part	I think [SL] is typical of active engagement, because it is entirely self-motivated learning
I've become engaged in our topic and committed to providing a service to the Owl community	my other classes you can maybe be engaged intellectually, but even so you do not want to talk	the lecturers take a step back and let you come up with ideas and design the research methods
I was engaged in the project because I actually wanted to get something out of it	this time we have engagement with staff and students	you have to actually motivate yourself to go out into the community and gather data
the project was about succeeding at something	active engagement is like give and take, you have input into what to be thinking of or bringing the ideas together	active engagement is where the onus of learning is on you rather than on the lecturer to teach you the ideas
you didn't just memorise something, you had to be a part of it the whole time	passive engagement is more of a one way thing in the form of either giving or receiving information, but not both	in active learning, you use a range of skills, communication skills, leadership skills, interviewing skills, that is engagement
it was possible to be constantly involved	a dialogue is engagement, because it is not one way	active engagement reflects what you do in a career
it was constant involvement with the group	students feel like they have more input in what they are learning, they are not dictated by the curriculum	passive engagement reflects the typical university course
I wasn't doing a theoretical situation, I knew my work would go into the report	it is reciprocal to be engaged, you are giving the same back to someone	engagement is learning through a number of different methods (talk, research, write, interview) this makes you more engaged
I was doing work on it every day	SL represents different magnitudes of engagement	engagement's being connected into what you're doing, having interest, being connected
I was engaged in the GIS part of project	everyone had strengths/weaknesses, we all worked towards that, that engaged us more	the whole way through the class, right from the get go I felt engaged
I took a GIS paper last year and didn't find it interesting, I thought it was boring	engagement is being involved completely with what you do and who you do it with	when interviewing Oweton residents people wanted to know what we were doing
GIS felt really interesting this year and I could learn and work my way around the program	you are showing an interest, actively engaged and not just passively sitting there and active engagement is SL	I wasn't like, this is a university project, we are doing a sample, I was like we are doing...
GIS this year was interesting because I knew what we could produce	we had to make it [project] work for ourselves and for everybody else	and the energy behind my response showed me how engaged I was with the project
I knew how helpful it would be to both groups [class and community]	that is how we got engaged	I was interested in the results of what we did
I spent four full 9 hour days in the computer room trying to get it	I've been engaged with the community group and it has been really positive	with engagement in [SL] its like I switched into a whole gear I didn't know I had
I knew it would be beneficial	I've been engaged with my group	because its [SL] I felt engaged at 8-8.5/10
it was interesting in the end, I was really pleased compared to when I took GIS last year and found it not interesting	engagement was brought about by doing the presentation, getting a proper forum where students, staff, community members are actually asking questions	that is for real, I was doing work on this everyday, that is by far above other courses
teachers give you pretend situations, all they are going to do is throw it away	engagement was brought about by having a team driving you and because it was service based	being equally involved, calibrating ideas, being genuinely interested, this added to engagement
I knew GIS would go into the report and few classmates mentioned how good it was	we learned something we didn't know or did something we don't usually do with each other	putting our ideas together and engaging our thoughts was influential to engagement
students learn by researching a project that they select from community groups	we think about it and then we do it for ourselves, then we swing around and ask someone what they think	one course did not challenge me enough so I pulled out because it did not engage me, this would have never happened in [SL]
this enables students to research something that is of interest to them and their learning is not wasted	if they didn't understand it then, we would teach it to them, this was engaging	engaging because we were in a group with peers of equal level, academically speaking and it was worthwhile intrinsically
learning's aimed at helping community groups, teaching students valuable group work skills in real life research situations	community group project (source of pride/ fulfilment), self learning, independence, which led to complete involvement	I'm going to remember what we learned in [SL] more than other courses because I was so involved in doing it
previous classes, I go to a lecture, have PowerPoint	I was actively engaged throughout the whole process [course]	group projects are important, but not number 1, the fact the projects were community based and real life
previous classes, you are virtually given all the information, you just add a few notes	stirring muddy waters, more efforts were put in project, the stirring was in unison and accelerated, this separated the contents	[SL] presented me with a unique opportunity to take part in an intensive group project that required a high degree of concentration and time input
		[SL] presented our group with a real community issue in which to partake
		as a result my interest in the subject grew deeply from the first group meeting, in turn I was far more engaged consistently
		I find myself speaking about our findings to other people, I'm bringing it into my everyday life, not just university life, it means something
		there was a deeper involvement that just being classmates, I exposed a lot more of myself personally
		my interest influenced my level of commitment, made it higher in this course than other courses
		I got insight into what it is like not being given a final output and having to go back and create the output

Table 5.8. Elements of Student Engagement's Partnership within Approach II Service-Learning.

Like the students' experiences and interpretations in Approach I service-learning, the students in Approach II service-learning all seemed to recognize, illuminate, and describe their experiences as being sources of their engagement. Approach II service-learning unpacked, is actually the experiences that the students illuminated in the data collected. From these data, emergent elements and themes demonstrated the relationships that actualized during an Approach II service-learning course. The uncovering of these data and emergent elements, in connection with the Approach I service-learning data presented in the previous section, serve as the foundation for this study's findings (Chapter 6).

C. Data Presentation and Analysis Conclusion

Concluding Data Analysis

The data presented in this chapter is the source for the findings, conclusions, and implications presented in Chapter 6. While the quantitative data presented in this chapter demonstrates the shifts in students' engagement benchmark scores, the qualitative data provides the "thick description" necessary to more clearly understand the students' experiences within two approaches to service-learning and how those experiences were influential to students' engagement. The data served as sources for answering this study's first three Research Questions and supported the emergent categories and themes. These emergent categories and themes, the conclusions and implications they support, and further areas of research they call for are further explored in Chapter 6 by answering Research Question Four:

- *RQ4. How can these students' experiences inform and potentially influence teaching and learning at the university under investigation and other universities?*

Chapter 6

Conclusions through Models and Assertions, Related Implications, and Suggestions for Further Research

Weaving is a holistic practice that brings together the many-colored strands of life to create beauty. The individual weaving stands as a concrete expression of the interconnectedness – the interwoven nature and harmonious relationship – of the diverse elements of the world (Many Colored Weaves, 2008).

This chapter is presented in three sections consisting of Conclusions through Models and Assertions, Related Implications, and Suggestions for Further Research. The first section of Conclusions provides a description of the New Zealand Emergent Model of Service-Learning (NZEMSL). I then present a model based on a woven tapestry metaphor demonstrating the dynamic relationship between service-learning, student engagement, and the student experience. I end the Conclusions section with two related assertions, which are both grounded in the data presented in previous chapters. The second section of Implications demonstrates how the two assertions can, and have been applied, with regard to implementing service-learning in a different context to the ones described in this study. The third section of Suggestions for Further Research serves as the conduit for articulating future areas of inquiry and investigation that could be pursued using this study as a point of departure. These sections serve as the sources for addressing Research Question Four:

- *RQ4. How can these students' experiences inform and potentially influence teaching and learning at the university under investigation and other universities?*

A. Conclusions through Models

Conclusions through Models: Extrapolated Elements Leading to Emergent Themes

Through a systematic analysis the elements extrapolated from these students' experiences naturally combine to create overarching themes. Data from the 18 students'

experiences in the form of “thick descriptions” discussed in Chapter 5 led to the development of the emergent themes about Approach I and Approach II service-learning. These experiences were fostered by service-learning, and the themes and sub-themes emerged as integral components of service-learning as an engaging pedagogy.

It is clear that Approach I and Approach II service-learning provided students with opportunities for engagement and that those opportunities were a result of the course design and teachers’ roles. From the data acquired and presented, students were engaged to a greater extent and in a different way than they had been in their other university course experiences. Each of the themes and sub-themes that have been extrapolated from the data in Chapter 5 are expounded further and discussed in reference to the other emergent themes and sub-themes. This serves as the process for understanding the relationship among conditions that exist within a service-learning environment. At the beginning of each section, the NZEMSL, which includes themes and sub-themes, are highlighted and then described. There are five emergent themes and six emergent sub-themes that attempt to clearly illustrate the student experience and the value of service-learning at a New Zealand university.

Framed by ‘different experiences’. The initial emergent theme that describes service-learning as an influential approach to teaching, learning, and engagement is that it was a different class experience that provided opportunities for growth. It was these different experiences that fundamentally changed the context of a learning environment and the role of students and teachers within it. This encompassing theme, the theme of *Different Experience, Out of My Comfort Zone*, has major implications for the student experience, which are suggested by the following themes within it: consistently being/connected to a part of something internal and external to the university; active learning through doing, experiencing and thinking for yourself; and a worthwhile project due to helping of community organizations (see Figure 6.6 for the complete model). These themes naturally

emerged from the unitized data collected from the students' voices and actions through interviews, observations, and documents.

Theme One – Different Experience, Out of My Comfort Zone. To describe the service-learning experience of these students and to begin to describe the NZEMSL, the theme of *Different Experience, Out of My Comfort Zone* is the most logical starting point. This is because the subsequent themes unfolded based on the disparate university course experiences described by the students in Approach I and Approach II service-learning courses.

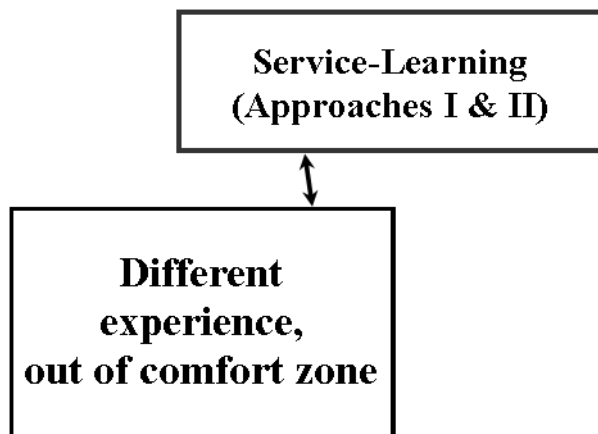


Figure 6.1. Theme One of the New Zealand Emergent Model of Service-Learning.

It was these *different experiences* that led to the feeling of departing their comfort zones and the parallel feelings of growth and development. By doing new things in an educational context, in a way they had never done before, these students were faced with challenges and opportunities to become engaged in an enhanced learning environment. In turn, this learning environment also seemed to have enhanced their learning due to the challenge of dealing with the ambiguity and confusion found in the research process. This, combined with the self-directed nature of these students' environments, initially separated and subsequently shaped their service-learning experiences. It was what the students were doing and expected to do in

these two approaches to service-learning that made their experiences different from what they were used to. For the students, it was uncharted territory that was rife with unique, original, and new experiences and expectations. By being faced with challenges that encouraged them to step outside of their comfort zones in many ways, they experienced a fundamental shift in context of what it means to be a student in a university course. Because the instructors' expectations of the students and the students' expectations of themselves shifted, the course became a new place for many of these students. In this new place, there were new challenges, opportunities, and responsibilities.

These new challenges, opportunities, and responsibilities are addressed in the sections that follow. The sections, which present the other emergent themes of service-learning and serve as the sources for a different classroom experience, are as follows:

- *Being a Part of a Group, Being a Part of a Purpose: External and Internal to the University;*
- *Active Learning: Hands-On Learning and Self-Driven, Free-Thinking;*
- *Intrinsic, Worthwhile, Helped, and Contributed.*

Theme Two – Being a Part of a Group, Being a Part of a Purpose: External and Internal to the University. The first emergent theme contributing to *Different Experience, Out of My Comfort Zone* was *Being a Part of a Group, Being a Part of a Purpose*. This theme has two sub-themes that are based on the source of the students' interactions and whether they were described as *External to the University* or *Internal to the University*.

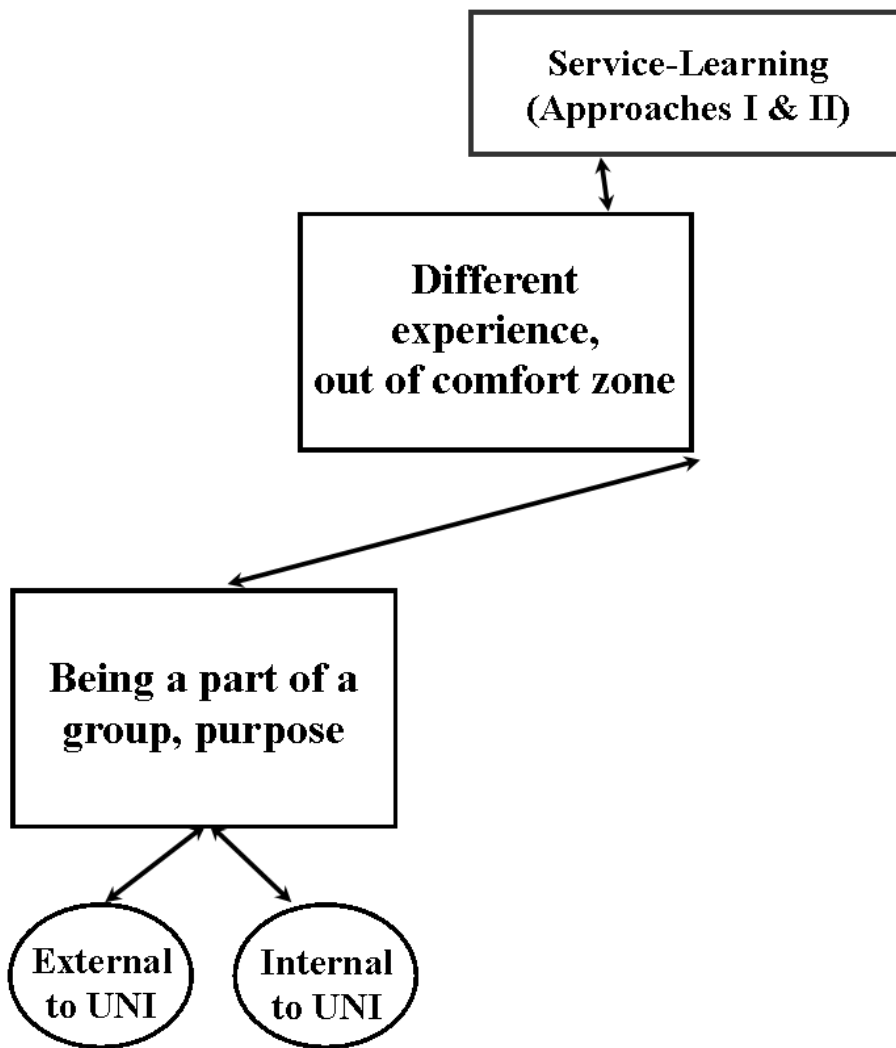


Figure 6.2. Theme Two of the New Zealand Emergent Model of Service-Learning.

Having the opportunity to interact with people internal and external to the university led to the students feeling connected with what they were doing and consistently being a part of something. This was identified previously as an aspect of the students' experiences that was unique and fresh for the students participating in service-learning. With regard to the external university interactions that led to students being a part of a group or purpose, they addressed the uniqueness and depth of previous experiences in contrast to the ones they had in service-learning. Similar to the other components of their service-learning experiences, students

identified that it was the extent of interaction with people external to the university that was new. As a catalyst for some of them, this external interaction brought about a shift in their perspectives of volunteer work. This new experience or challenge for students in the form of external to the university interactions fostered an environment primed to cultivate personal growth. This sub-theme was supported by students involved in both Approach I and Approach II service-learning, spanning across all three engagement categories, and triangulated by various sources of data.

With regard to the internal university interactions that led to students being a part of a group or purpose, students clarified this sub-theme as being related to getting their work done as a group of students, not as students with lecturers. They described the value in only having a little guidance or help from their groups' tutor or lecturers and the independence of having to do everything on their own. This overlapped with the active learning theme in that the opportunity to work within a group of students brought with it a learning environment that necessitated a sense of ownership, responsibility, independence, and collaboration.

The theme of *Being a Part of a Group, Being a Part of a Purpose* and its sub-themes of *External to the University* or *Internal to the University* showed a strong relationship with both approaches of service-learning. Considering the unique opportunities brought about within this theme, students learned how to work within a group of their peers, with external stakeholders, and with staff members. This theme, as a noted source of different opportunities for students, worked with the other two themes of difference in that the value for internal and external interactions is connected with the active learning environment and the worthwhile contribution of their efforts. It is these connections that serve as the engaging aspects encountered by service-learning participants.

Theme Three – Active Learning: Hands-On Learning and Self-Driven, Free-Thinking. The next related emergent theme to *Different Experience, Out of My Comfort Zone* is *Active Learning: Hands-On Learning and Self-Driven Free-Thinking*.

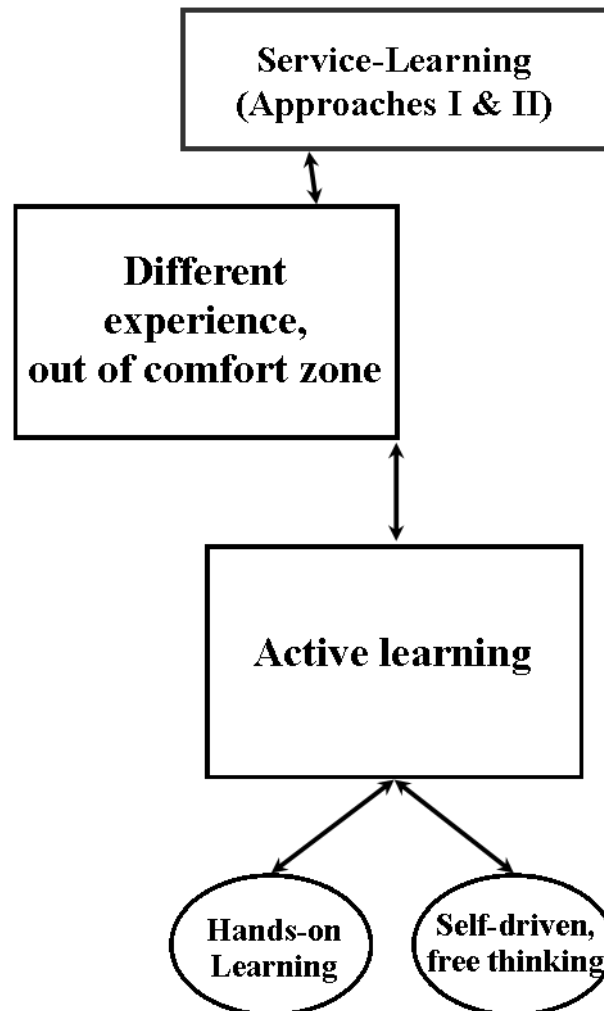


Figure 6.3. Theme Three of the New Zealand Emergent Model of Service-Learning.

While it was recognized that many of these students had been in groups before, the intensity, duration, level of free-thinking and self-driven nature of the projects was new, which led to the theme of *Active Learning* through doing, experiencing, and thinking for yourself. Based on the students' previous experiences and service-learning influences, they had the opportunity to practice and apply what they were learning. In addition to being involved in

their projects, they were able to think, apply, and motivate themselves, as well as come up with their own ideas. The design of service-learning in a New Zealand context necessitated a hands-on approach to learning and called for what students have referred to as self-driven free-thinking. What this meant for the Approach I and II service-learning students was explored specifically with regard to how it was different from other university courses and ultimately led to their personal development and higher levels of learning.

Students also referred to the practicality of applying their learning. They recognized the connection between what was being learned within their classroom lectures and what was applicable to their group projects. This awareness was important because it showed the connection between the theoretical and practical. An observation of this connection is critical for understanding the shift that occurred in what it meant to be a student in a university classroom, which led to the sub-theme of *Hands-On Learning*. Beyond the discussion of assertions, it was the application of them that seemed to have solidified students' understanding. This is because service-learning was about moving class concepts from being "held off at arm's length" and bringing them close enough to be used hands-on.

To clarify what the students meant by the sub-theme of *Self-Driven Free-Thinking*, they described certain aspects as being distinct to their service-learning based group projects. While this was related to the *Being a Part of a Group* theme discussed previously, what separated it was the expectation for the groups to think critically about a problem that did not have pre-set answers, while working with an end-user.

Furthermore, this type of environment, which is prevalent with high expectations of the students, seemed to be one of the sources for student engagement. These high expectations are evident in the responsibility group members have to each other, the course, and to the community organization. With a high stakes project that is not only going to be graded, but potentially implemented in the real-world, the high expectations for the students

to do work of high value were necessary. Taking the interactions with internal and external to the university group's one step further led the students to a type of interaction that was owned by the students. These interactions were collaborative, active, self-driven, free-thinking, and personal. This also alluded to the third theme under *Different Experience, Out of My Comfort Zone*, which was *Intrinsic, Worthwhile, Helped, and Contributed* (see Figure 6.4).

The theme of *Active Learning* and its sub-themes of *Hands-On Learning and Self-Driven Free-Thinking*, showed a strong relationship with both approaches of service-learning. The students in these two approaches to service-learning were aware of the opportunities to apply what they were learning. This allowed the students to recognize the importance of the material they were expected to learn and in turn strengthened their involvement with the curriculum.

Theme Four – Intrinsic, Worthwhile, Helped, and Contributed. The next theme to naturally emerge from *Different Experience, Out of My Comfort Zone* was *Intrinsic, Worthwhile, Helped, and Contributed*.

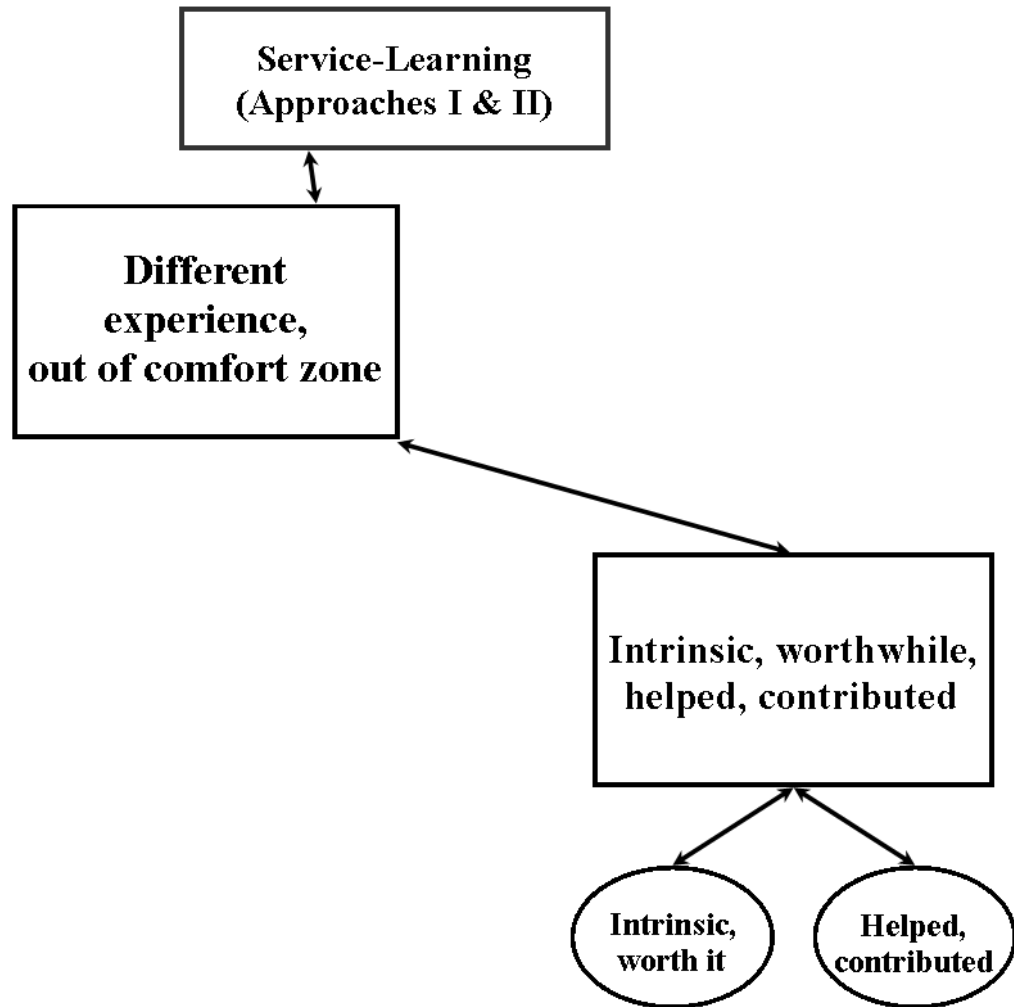


Figure 6.4. Theme Four of the New Zealand Emergent Model of Service-Learning.

This theme described the value attributed by the students to their projects through their awareness that there was an end-user and their work was not just going to be a “waste”. It was this theme that was related to the volunteer or community engagement aspect of service-learning, which blurred the line between volunteering and providing a service to a community organization. While the students were aware that what they were doing for their community partners was needed and valued, very few students actually described their involvement in the projects as community service or volunteer work. It appeared that the students in Approach II service-learning saw their involvement in the community as a secondary component that was

guided by their participation as a student in the specific class. Students seemed to not feel as if they were doing actual volunteer service because it was a requirement for a course. It should be noted, though, that this did not diminish their sense of the worthwhile value their project provided to the community and the intrinsic value they saw in their contribution.

For these students, it seems that this particular theme was what really separated service-learning from other types of pedagogy. While the interactions with peers and staff in a self-driven free-thinking environment were quite pivotal factors in their experiences and engagement, the reality that their projects were commissioned and desired by established, local community organizations was a vital factor for these students' experiences. This brought with it a sense of pride and ownership in the projects, which increased the stakes and expectations for the students involved in these two approaches to service-learning. While active learning was valuable and was a core theme in both approaches to service-learning, the fact that community organizations were the end benefactors of these projects really seemed to strengthen the students' experiences.

Ultimately, the opportunity to provide something useful to the community groups had a major influence on the students' perspectives and interpretations of what it meant to be students' in a service-learning class. For them, being a student in service-learning meant providing something worthwhile and contributing to a local community organization. This theme, merged with the other two themes of *Active Learning: Hands-On Learning and Self-Driven Free-Thinking* and *Being a Part of a Group, Being a Part of a Purpose: Internal to the University or External to the University*, served as the central tenets connecting the themes of *Different Experience, Out of My Comfort Zone* and *New Me, Personal Gains*. It was the relationships among these themes that formed an example of an environment which encouraged and improved students' engagement.

Theme Five – New Me, Personal Gains. The final theme addressed in the NZEMSL was directly connected to *Different Experience, Out of My Comfort Zone*. While all of the themes presented in this emergent model were connected to some degree, they all fit between the relationship of *Different Experience, Out of My Comfort Zone*, and *New Me, Personal Gains*.

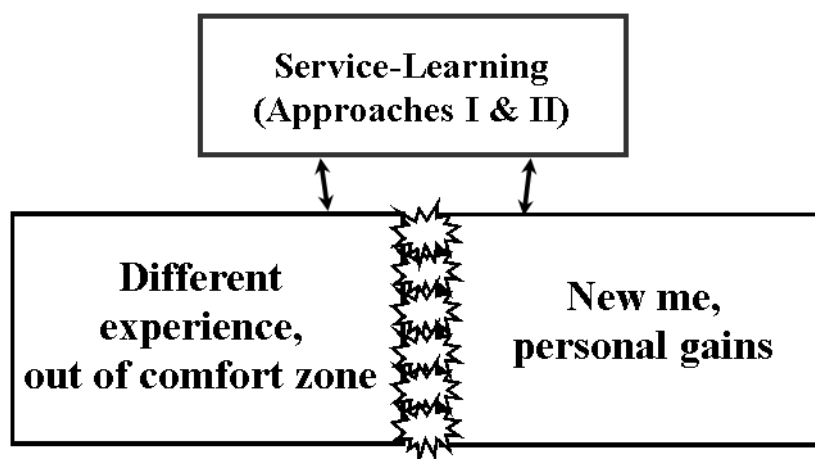


Figure 6.5. Theme Five of the New Zealand Emergent Model of Service-Learning.

The personal growth of students in service-learning was referred to on many occasions in the context of comfort zones. The relationship between being out of one's comfort zone and personal growth was made possible by the service-learning opportunities. These included public speaking and meeting new people in their group as experiences for overcoming insecurities, the cooperation needed to work on difficult challenges, and group work. This theme was clarified further as the greater purpose of education, because it was based on the application of knowledge and personal growth. Thus, the relationship between these themes of *Different Experience, Out of My Comfort Zone*, and *New Me, Personal Gains* was influential in the extent and type of engagement experienced by students.

The five previous figures and the descriptions of each combine to create the NZEMSL (see Figure. 6.6). This model demonstrates the emergent themes and how they fit together.

From the different experiences had by students to the feeling of being a ‘new me’ or having personal gains, it is clear that the students in Approach I and Approach II service-learning had an engaging experience.

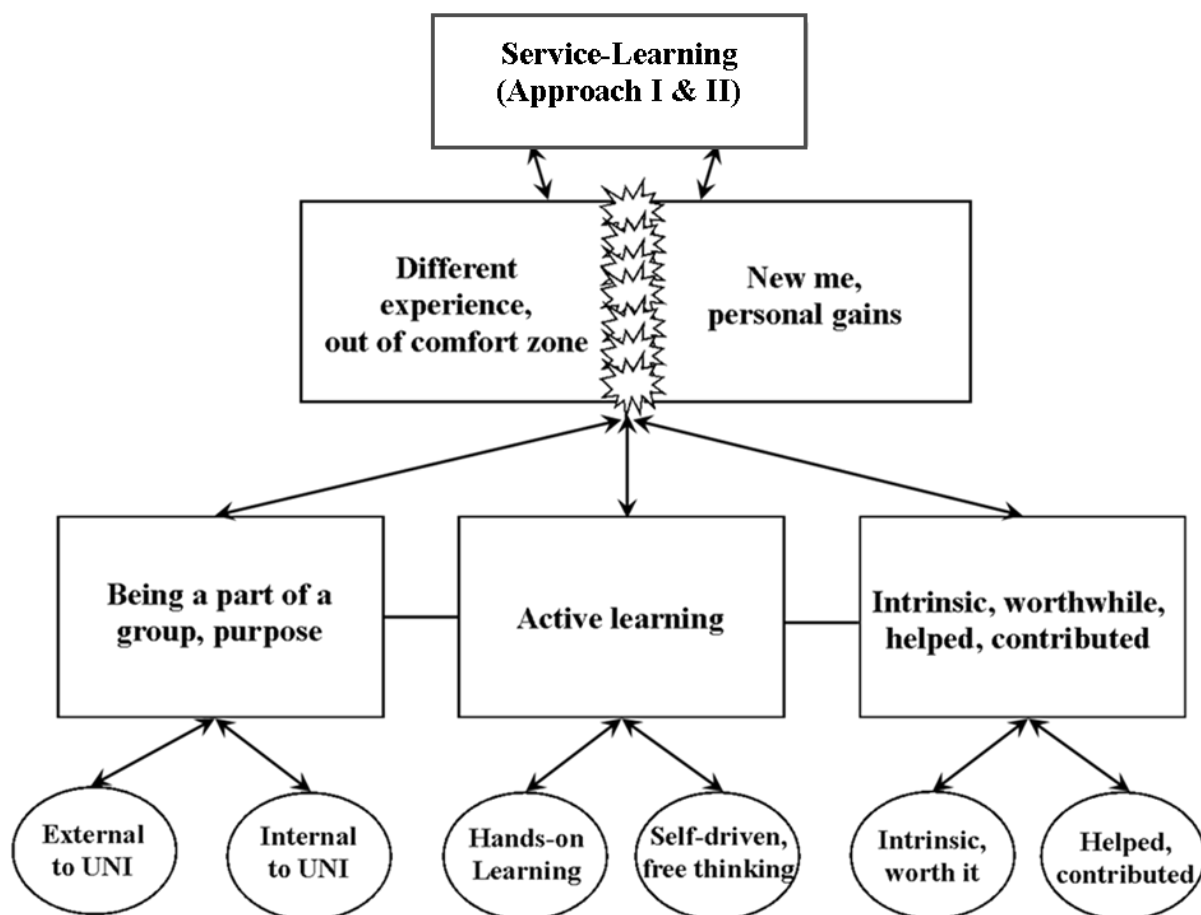


Figure 6.6. An Emergent Model: Service-Learning in a New Zealand Context (O’Steen, Perry et al., 2011).

In the next section of this chapter a more dynamic model is used to illustrate the student experience and engagement and how they are influenced by the themes of service-learning.

The ‘Interweaving’ of Service-Learning Themes and Experiences for the Promotion of Student Engagement. This section, building on the model presented in the first section (Figure 6.6) and the data presented throughout, describes a dynamic, interactive model of service-learning in order to illustrate and clarify the tapestry that represents student

engagement. It is this metaphor of a tapestry that is used to demonstrate the dynamic relationships and experiences that occur in a service-learning.

Tapestries begin to take their shape on looms. Like many looms with the purpose of weaving, it is made of warp and weft threads. The thicker, vertical threads are the warp threads, and the thinner, more intricate threads that weave horizontally through the warp threads are the weft threads. The warp threads represent the themes previously discussed in this chapter, and the weft threads represent the student experience in service-learning and how it relates to and influences student engagement (see Figure 6.7). This tapestry is a synthesis of the themes and sub-themes presented throughout this chapter and aims to demonstrate how an engaging student experience interweaves (weft threads) throughout the core tenets (warp threads) of the approaches to service-learning observed in New Zealand. These core tenets combine to foster an environment aligning with and influencing student engagement, similar to the practices and conditions Kuh et al. (2005) identified. This figure is used to demonstrate the process of how students in a service-learning course experience it, and subsequently how those experiences weave throughout the other themes. Essentially, it is the student experience that weaves through the themes of the NZEMSL. While these experiences may vary based on students' previous experiences and interpretations, the warp threads or the NZEMSL themes are shared throughout the students' weaving experience.

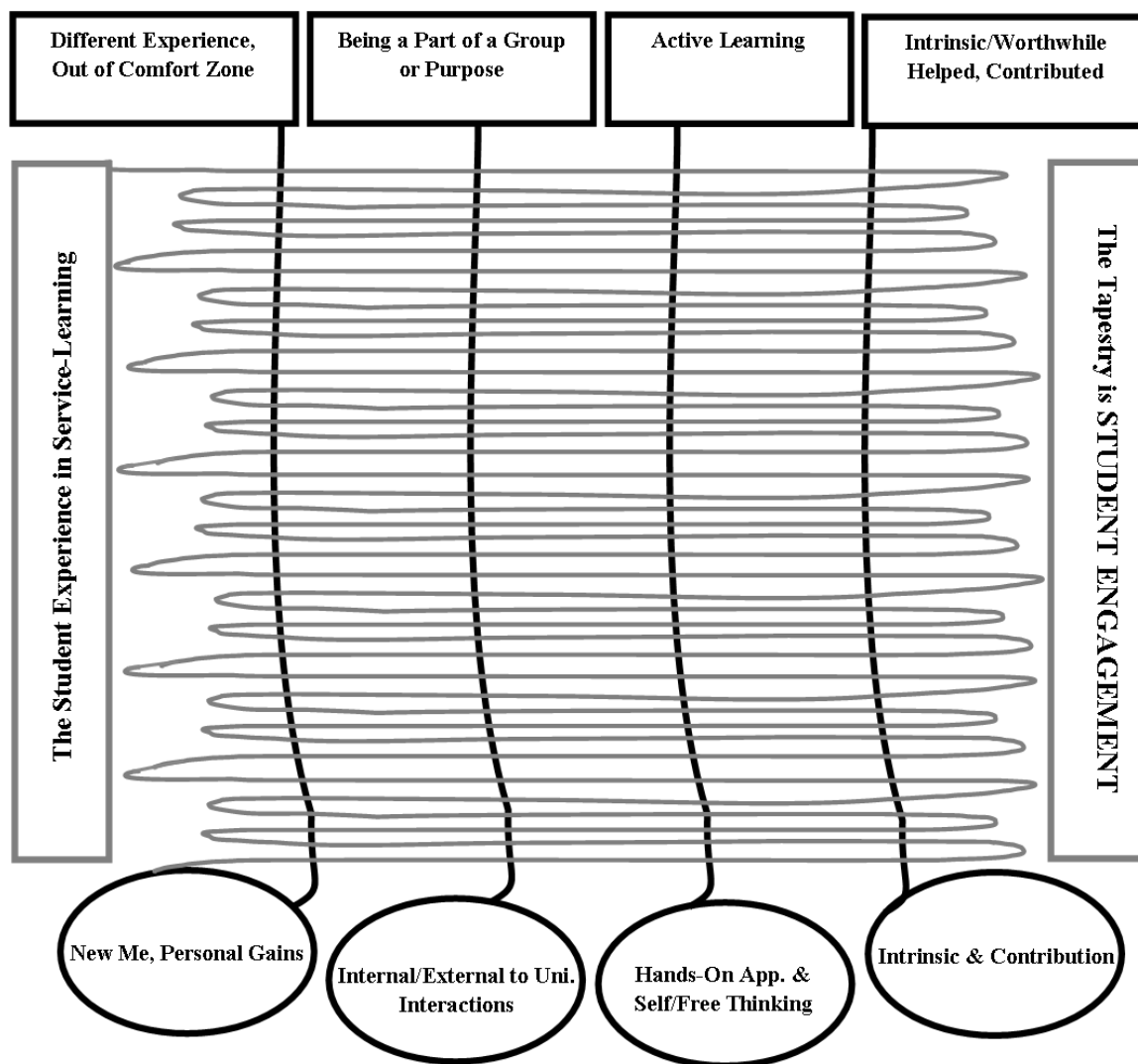


Figure 6.7. A Tapestry of Student Engagement: Created by an Interweaving of Service-Learning Themes Identified in the Student Experience.

Findings and Their Reconnection to Literature. By reviewing the student experience as it interacts with the NZEMSL it is apparent to see the connection with previous literature on the topic of service-learning and student engagement. In the initial theme, *Different Experience, Out of Comfort Zone*, it is clearly connected with Mezirow's (1991) tenets of transformative learning theory. Students' different experiences that were outside of their comfort zone were described in a similar way as Mezirow's disorientating dilemmas. This also coincides with Kiely's (2005) emergent elements of a "contextual border crossing" and "dissonance" that can come from a different or new experience.

It is how these types of different experiences manifested within service-learning environments that provide clearer direction on what teachers can do in their classrooms to engage their students. The different experiences described by students were identified in the emergent elements of this study:

- ***Being a Part of a Group, Being a Part of a Purpose: External and Internal to the University;***
- ***Active Learning: Hands-On Learning and Self-Driven, Free-Thinking;***
- ***Intrinsic, Worthwhile, Helped, and Contributed.***

These three elements distinguished points of different to the student experience and are supported by the fundamental underpinnings of student engagement theory (Kuh, 2008). For example, the ‘how to teach’ advice that Chickering and Gamson’s (1987) seven principles of good practice in undergraduate education provides are clearly demonstrated in the NZEMSL. Students in Approach I and II service-learning recognized the value in being a part of a group or purpose internal and external to university that provided active learning opportunities that were worthwhile and contributed to the community. According to the NZEMSL elements, this is clearly pedagogy that encourages student-faculty contact, cooperation among students, active learning, respects diverse ways of learning, emphasizes time on task and by increasing the perceived value and worthwhile nature of the projects this increases the expectations the students have of themselves (Chickering & Gamson, 1987). Essentially, Chickering and Gamson’s (1987) seven principles are correlated with the elements found within the NZEMSL.

Having similar connections to student engagement, the elements demonstrated in the NZEMSL express an intense involvement in what the students were doing. This observation directly aligns the NZEMSL with Tinto’s (1988) student departure theory, which states “effective retention and the involvement of individuals in the social and intellectual life of the college [university] are one and the same” (p. 453). Considering these students demonstrated a greater extent of involvement within their respective service-learning environments than

they were used to experiencing solidifies the connection between Tinto's (1988) student departure theory and the NZEMSL.

The outcomes typically attributed to service-learning were relevant to the student experiences in Approach I and II service-learning. Personal growth, academic enhancement, and civic or community engagement (Rolden et al., 2004; Clayton et al., 2005) are demonstrated in a number of ways. The NZEMSL's alignment with personal growth can be identified in the students' perception of a "***New Me, Personal Gains***". By stepping outside of their comfort zone and doing things that were different, students experienced self-knowledge and interpersonal development (Simons & Cleary, 2006), self-efficacy (Astin et al., 2000; Eyler & Giles, 1999), and interpersonal skills and personal development (Moely et al., 2002). Next, the NZEMSL's alignment with academic enhancement is found in one of the key characteristics of the students' different experiences. These connections came as problem-solving skills (Moely et al., 2002), development of complex perspectives of information (Batchelder & Root, 1994), academic challenge, engagement, and development (Gallini & Moely, 2003), and understanding and applying theoretical concepts (Simons & Cleary, 2006). Finally, the NZEMSL's alignment with civic or community engagement brought about a perception that the projects students were working on were "***Intrinsic, Worthwhile, Helped, and Contributed***" to the community partners. Similar outcomes were found as community engagement and development (Gallini & Moely, 2003), community self-efficacy (Simons & Cleary, 2006), and pro-social decision making, reasoning, and processing skills (Batchelder & Root, 1994).

From these connections it is understandable that student engagement, service-learning, and the outcomes typically attributed to it have a robust relationship. Furthermore, the positive implications for students who are involved in these types of environments are imperative to their learning and engagement. For these students, service-learning was more

than an enhanced, transformative learning experience. It was more than helping and interacting with the local community in an intentional way; and it was more than critical reflection leading to personal growth. It was one of those engaging pedagogies where the overall student experience equaled more than the sum of its parts. While the NZEMSL attempts to demonstrate the service-learning experiences of students as clear and distinct elements, the overall experience and the summation of these parts equals so much more. Service-learning can influence student engagement in a positive way and when appropriate should be adapted and adopted as pedagogy that offers results on numerous levels. The next section of this chapter continues with conclusions in connection with two emergent assertions that use the previous models as points of departure.

B. Conclusions through Assertions

Conclusions through Assertions: The No Lost Causes Assertion of Student Engagement and The Building Block Assertion of Service-Learning

The first assertion presented is *The No Lost Causes Assertion for Student Engagement*. This assertion demonstrates the positive influence service-learning has on a students' engagement despite their previous level of engagement. The second assertion is *The Building Block Assertion for Service-Learning* and describes a logical primacy for designing, informing, and implementing service-learning experiences in order for students to get the highest returns on their experiences and universities to get the highest returns on their resources.

The No Lost Causes Assertion for Student Engagement. Students from different engagement backgrounds who were exposed to service-learning appeared to all have similarly engaging experiences and attained a similar level of the outcomes of academic enhancement, civic engagement, and personal growth. This is important to recognize,

because students' previous engagement levels did not equate to permanent engagement levels. In other words, there are approaches that can make engagement more conducive for all students and from this it can be concluded that no students are lost causes.

While Kuh et al. (2007) suggest this idea in their identification of two critical features of student engagement as being: 1) the amount of time and effort put in by the students, and 2) the provision of resources "to induce" students into engagement, this study's conclusion is that #2 can lead to #1. Instead of Kuh's conditions having to occur simultaneously, for some students who would be identified as lowly engaged and risk becoming lost causes, there is hope if the institution or instructor can provide appropriate resources in the form of engaging practices, such as service-learning.

It is service-learning, despite a student's previous level of engagement, which not only creates conditions that matter when it comes to student engagement, but it can create conditions that matter most. The conditions that matter most include an active-learning environment conducive to hands-on learning and free-thinking, and the social and collaborative aspects of learning or being a part of something. In the US context, service-learning has been identified as an engaging practice (Kuh, 2008). This study further suggests that a similar perception and use of service-learning may be assumed within in a New Zealand tertiary context.

The Building Block Assertion for Service-Learning. If there are no lost causes in the form of students who may be able to become engaged, then it is critical for an institution to marshal its resources to be used most effectively. Based on the value of different experiences that are outside of students' comfort zones, this assertion states that service-learning can be most effective if it is provided in a sustained and scaffolded manner. As previously described, Approach I service-learning used a co-curricular approach with community service occurring in parallel with an established curriculum. In contrast,

Approach II service-learning used an approach where the community service was the curriculum.

While the intensity of the two approaches was significantly different, the students' experiences did not appear to be significantly different with regard to their engagement or attainment of academic enhancement, civic engagement, and personal growth. Students in both approaches appeared to have similar, positive gains, mainly because the baseline service-learning conditions that were present in each course allowed them to experience something *very different* from their other university courses. This suggests that in order for universities to get the most out of their investment and use of resources required with service-learning in the form of people and time, a scaffolded approach – similar to what is used in most academic disciplines – is suggested. Exposing students to different experiences in a graduated manner, where each course builds on students' previous experiences, may serve as an effective way for implementing service-learning. So, for students to fully utilize the intensity and investment of an Approach II service-learning course, they should take an Approach I course first.

This could be comparable to the way students are introduced to courses in algebra (e.g., Pre-Algebra, Algebra 1, Algebra 2), English (e.g., English Composition 1, English Composition 2), or other language courses (e.g., Spanish 1, Spanish 2, Spanish 3). As with those courses, scaffolded service-learning experiences, over time, increase in the expectations and responsibilities of students with regard to more significant service projects, deeper links to course content, and opportunities for advanced personal growth. Also, this could serve as an initial conceptual framework that is descriptive and not prescriptive of how a university should organize service-learning in a holistic and cohesive manner, instead of isolated instances. Again, in the NZEMSL it is the initial emergent theme of a different experience,

which provided opportunities for growth that describes service-learning as an influential approach to teaching, learning, and engagement.

This demonstrates the need to approach service-learning in a purposive, conscious, and holistic way. If a university is interested in investing its resources in the most effective manner, then a concentrated effort designed to expose students to service and learning in a logical, graduated order is supported by *The Building Block Assertion for Service-Learning*. As it is previous personal and social experiences, and the interpretations that follow, which serve as integral components of learning (Dewey, 1938), it is reasonable to determine that student exposure to service-learning environments should be logically considered.

Implications for the Building Block Assertion for Service-Learning

The potential implications of *The Building Block Assertion for Service-Learning* are recognizable in the literature on institutionalizing service-learning. Holland (1997) offers a conceptual framework matrix demonstrating four levels of institutional commitment to service integration (low, medium, high, and full) in accordance with seven key organizational factors found in institutions that have successfully integrated service and community engagement. *The Building Block Assertion for Service-Learning* could be particularly helpful to universities in one of Holland's seven key organizational factors: Organization Structure.

This assertion could assist a university in developing an Organization Structure designed to clearly "provide leadership and assistance... leading to a sustained commitment to service, and the perception of its accessibility and flexibility for faculty and students engaging in service-related activities" (Holland, 1997, p. 35-36). *The Building Block Assertion for Service-Learning* suggests that the leadership and assistance provided by a university would be equal to the approaches it uses. For example, if a university chooses to

only offer Approach I service-learning courses, then its Organizational Structure would be aligned toward less resources and lower expectations, but perhaps more realistic and intentional given its particular context (e.g., a Research Institution). Likewise, another institution may choose to have a higher or fuller degree of service-learning involvement and investment and could use this assertion to get a better return by creating scaffolded opportunities for students throughout their programs of study. This could be a solution to providing a sustained commitment to service to the community and service-learning. In this perspective, *The Building Block Assertion for Service-Learning* could be supported from a bottom up, grassroots effort or a top down, institutionalized effort.

Implications from this research at the University of Canterbury. Christchurch, New Zealand, which is the main campus site for the University of Canterbury (UC), has been shaken by a relentless series of earthquake aftershocks since September 4, 2010 (7.1-magnitude). Since the 7.1-magnitude earthquake there has been nearly 9,000 aftershocks, with the most notable being a 6.3-magnitude on February 22, 2011 that devastated the city of Christchurch and killed nearly 200 people. In the aftermath of the September, February, and June quakes, many students overcame the adversity of being in a natural disaster and banded together as an army of nearly 10,000 student volunteers. This served as the catalyst for developing and integrating a university-wide online service-learning course designed to build on the student volunteers' service experiences through reflection and readings. With UC's senior management team (SMT) supporting the further development of this idea, an opportunity to bring service-learning into the university experiences of nearly every interested student became an achievable reality.

During this time, *The Building Block Assertion for Service-Learning* was relevant in recognizing that an entry level exposure to a service-learning environment would be integral to the value students' place on their involvement in subsequent service-learning experiences.

Considering UC was interested in exposing students to a service-learning environment and building on those experiences in future iterations of service-learning courses, this assertion became valuable and applicable. Paradoxically, in the wake of the 2010 and 2011 earthquakes, the university was in a strong position to integrate service and community engagement into their curricula, which were conducive and relevant components of their mission and vision statements.

The online course entitled *CHCH101: Rebuilding Christchurch – An Introduction to Community Engagement in Tertiary Studies* is currently being offered in semester 2 of the 2011 academic year. The online course has 105 students enrolled and serves as a localized implication for the findings from this study.

C. Further Research and Summary of Study

Suggestions for Further Research

This investigation is fundamentally based on experiences of students, their interpretations of their experiences, and my subsequent interpretations of their words and actions. It should be noted that it is difficult to completely demonstrate all elements of research participants' experiences in their entirety. This study provided a holistic view of the experiences of students within two courses where two different approaches to service-learning were offered. While the previous Conclusions and Implications sections serve as the denouement to this investigation, a new point of departure is emerging where this one ends. Using this study as a point of departure, the following areas for further investigation could be explored:

- Determine if *The Building Block Assertion for Service-Learning* appears to accurately describe how service-learning is provided at institutions that have a high degree of scaffolding and cohesion.
- In relation to various approaches to service-learning, explore how the New Zealand Emergent Model of Service-Learning may expand and contract based on the applicability of each demonstrated theme, which could lead to a better understanding of ‘situational balance’.
- Address the long-term effects service-learning may have had on these students as they graduate and enter post-university life.
- Develop a ‘real-time’ survey that can be administered at the beginning of a course to determine the students’ previous types of classroom experiences. This could inform the conditions and environment a teacher seeks to create.

Suggested Research Questions:

- What do students who have been exposed to previous service-learning environments experience when involved in subsequent, more intensive, service-learning experiences?
- What value is there in a student being exposed to logically ordered, more intensive service-learning environments?
- What influence does a student’s previous service-learning experiences have on their subsequent, more intensive service-learning experiences, if any?
- What happens to each element in the NZEMSL as a student experiences each approach to service-learning in a graduated, logical order?

Summary of Study

In a recent public lecture at the University of Canterbury given by Associate Professor Trae Stewart, entitled, “Service-*e*Learning: An Integrated Pedagogy of Engagement for Millennial Learners”, he cited Eyler, Giles, and Schmiede (1996) on the matter of reflection as an integral component of service-learning. Trae said, “Reflection should be considered the glue that holds service and learning together.” Likewise, the research process that has brought me, the researcher, and *you*, the reader, to this point in our journey is also based on reflection.

Parallel to the tapestry metaphor presented previously, Chapters 1-6 in this thesis can be viewed as warp or structural threads, and *your* journey and experience as the reader can be viewed as the weft or woven thread. Your experience reading this thesis has left you with your own tapestry; one that has been co-constructed by you, me, and the research

participants, as each of us have contributed varied colors, sizes, shapes, and patterns to this process. The journey I have embarked on has brought the students' experiences and your interpretation together to create this final tapestry. Therefore, this study serves as a departure point for another tapestry (study) that illuminates more brightly, explains more clearly, and pursues more boldly the phenomenon of service-learning as a catalyst for student and community engagement, personal growth, and academic enhancement within New Zealand tertiary education.

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Appendix A

University of Canterbury Human Ethics Approval Letters and Student/Teaching Staff

Participant Consent Forms and Information Sheets

Ref: HEC 2008/147

20 January 2009

Mr Lane Perry
University Centre for Teaching and Learning
UNIVERSITY OF CANTERBURY

Dear Lane

The Human Ethics Committee advises that your research proposal “Community-Based Tertiary Teaching in New Zealand: Is it related to Student Engagement?” has been considered and approved.

Please note that this approval is subject to the incorporation of the amendments you have provided in your email of 16 January 2009.

Best wishes for your project.

Yours sincerely

Dr. Michael Grimshaw
Chair, Human Ethics Committee

Ref: HEC 2008/147

12 October 2009

Lane Perry
University Centre for Teaching and Learning
UNIVERSITY OF CANTERBURY

Dear Lane

Thank you for your request for an amendment to your research proposal 'Community-Based Tertiary Teaching in New Zealand: Is it related to Student Engagement?'.

I am pleased to advise that this request has been considered and approved by the Human Ethics Committee.

Yours sincerely

Dr. Michael Grimshaw
Chair, Human Ethics Committee

Community-Based Tertiary Teaching in New Zealand: Is it Related to Student Engagement?

Information Sheet for Teaching Staff

Thank you for considering participation in this project. Please read this information sheet carefully before deciding whether or not to participate. If you decide to participate we thank you. If you decide not to take part there will be no disadvantage to you of any kind and we thank you for considering our request.

What is the Aim of the Project?

The project aim is to identify, explore and disseminate to the tertiary community two examples of community-based tertiary teaching methods (service-learning and internship-based learning) and the influence on student behaviour development and student engagement. Each case will contain rich description of the instructor's aims and objectives for community-based teaching, the community-based experience itself, and the students' experience with community-based learning. The following student development themes will be explored: civic engagement, personal growth, and academic enhancement. The level and extent of student engagement opportunities in the learning process will also be determined.

What Type of Participants are being sought?

This research will seek volunteers engaged in community-based tertiary teaching. Five case studies will be selected in each classroom consisting of four students and one instructor. For each case study, teaching staff and students will be sought as participants in the research.

What will Participants be Asked to Do?

Should you agree to take part in this project, you will be asked:

- To provide (or to work with) the researcher with any documents related to the community-based course (e.g. course outlines, syllabus, assessment criteria, evaluations etc.)
- To allow the researcher to observe some teaching of the community-based teaching method
- To participate in an interview (about an hour long) that will focus on:
 - your understandings of the relationship between research and teaching
 - the learning outcomes you identify for your students
 - the design of the identified community-based teaching method
 - your evaluation of and feedback on the effectiveness of the activity
 - changes you might have made as a result of that evaluation and feedback
 - the extent to which your teaching is reflective (or not) of wider departmental teaching culture.
- To allow the researcher to interview your students to determine how they perceive the community-based teaching method.

Thus, your community-based course will become the focus for a comprehensive analysis and subsequent publication by the researcher. The project is also aiming to determine what community-based learning looks like at a New Zealand university and the influence it has on student engagement in the learning process.

Please be aware that you may decide not to take part in the project without any disadvantage to yourself of any kind.

Can Participants Change their Mind and Withdraw from the Project?

You may withdraw from participation in the project at any time and without any disadvantage to yourself of any kind. By withdrawing from the project, you are also withdrawing all previous information provided.

What Data or Information will be Collected and What Use will be Made of it?

One data source are documents related to the activity. Staff and student perceptions of the community-based learning activity will also be gained through interviews with staff and focus groups with students. These will be transcribed and returned to participants for checking. After transcription, but prior to data analysis, the participants will have the opportunity to check the transcript for authenticity.

This project involves an open-questioning technique where the precise nature of the questions which will be asked have not been determined in advance, but will depend on the way in which the interview develops. In the event that the line of questioning does develop in such a way that you feel hesitant or uncomfortable you are reminded of your right to decline to answer any particular question(s) and also that you may withdraw from the project at any stage without any disadvantage to yourself of any kind.

The data are being collected to provide insight into the effects of community-based learning at the tertiary level on student development and student engagement in the learning process. Each case study will be written and the data from all the cases will also be used to determine what development behaviours are indicative of community-based teaching (via a cross-case analysis of all 10 case studies). Only the researcher and their two supervisors will have access to all the raw data. The data collected will be securely stored in such a way that only those mentioned above will be able to gain access to it. At the end of the project any personal information will be destroyed immediately except that, as required by the University's research policy, any raw data on which the results of the project depend will be retained in secure storage for five years, after which it will be destroyed. Reasonable precautions will be taken to protect and destroy data gathered by email. However, the security of electronically transmitted information cannot be guaranteed. Caution is advised in the electronic transmission of sensitive material.

The results will be shared amongst the tertiary community through web resources, reports, presentations and other publications. Student and staff participants will remain confidential. You are most welcome to request a copy of the results of the project should you wish.

The project is being carried out as a requirement for a PhD in Higher Education by Lane G. Perry, III under the supervision of Dr. Billy O'Steen, who can be contacted at 364-7701 and 364-6851, respectively. He will be pleased to discuss any concerns you may have about participation in the project.

The project has been reviewed and approved by the University of Canterbury Human Ethics Committee.

What if Participants have any Questions?

If you have any questions about our project, either now or in the future, please feel free to contact:

- Lane G. Perry, III, M.Ed.
University Centre for Teaching and Learning
University of Canterbury
Private Bag 4800
Christchurch 8020
Ph: 03 364 7701
Fax: 03 364 2830
Email: lgp22@student.canterbury.ac.nz

Community-Based Tertiary Teaching in New Zealand: Is it Related to Student Engagement?

Information Sheet for Students

Thank you for considering participation in this project. Please read this information sheet carefully before deciding whether or not to participate. If you decide to participate we thank you. If you decide not to take part there will be no disadvantage to you of any kind and we thank you for considering our request.

What is the Aim of the Project?

The project aim is to identify, explore and disseminate to the tertiary community two examples of community-based tertiary teaching methods (service-learning and internship-based learning) and the influence on student development and student engagement. Each case will contain rich description of the instructor's aims and objectives for community-based teaching, the community-based experience itself, and the students' experience with community-based learning. The following student development themes will be explored: civic engagement, personal growth, and academic enhancement. The level and extent of student engagement opportunities in the learning process will also be determined.

What Type of Participants are being sought?

This research will seek volunteers engaged in community-based tertiary teaching. Five case studies will be selected in each classroom consisting of four students and one instructor. For each case study, teaching staff and students will be sought as participants in the research. Student-volunteers will arise as a result of your teacher volunteering themselves, but you also have a right to withdraw at any stage, until your views are incorporated into a focus group discussion.

What will Participants be Asked to Do?

Should you agree to take part in this project, you will be asked:

- Participate in an initial and follow-up survey assessing the service experiences (40 min. combined)
- Allow a member (or members) of the research team to observe your participation in the community-based activity
- Participate in a student focus group interview (about an hour long) that will focus on:
 - Your understandings of the relationship between your teacher's research and teaching and your learning
 - Your experience of participating in the community-based activity
 - The knowledge, skills, attitudes, behaviours, and values you feel you have developed as a consequence of your participation
 - Your perspective on civic engagement increases, if any, as a result of your participation
 - Your perspective on areas of personal growth, if any, as a result of your participation
 - Your evaluation of the effectiveness of the activity
 - Any changes you might recommend to further enhance your learning
- Allow the research team to analyze examples of your work in the course. Note that your teacher will not see this analysis until after determination of final grades in the course.

Please be aware that you may decide not to take part in the project without any disadvantage to yourself of any kind.

Can Participants Change their Mind and Withdraw from the Project?

You may withdraw from participation in the project at any time and without any disadvantage to yourself of any kind. By withdrawing from the project, you are also withdrawing all previous information provided.

What Data or Information will be Collected and What Use will be Made of it?

One data source are documents related to the activity. Staff and student perceptions of the community-based learning activity will also be gained through interviews with staff and focus groups with students. These will be transcribed and returned to participants for checking. After transcription, but prior to data analysis, the participants will have the opportunity to check the transcript for authenticity.

This project involves an open-questioning technique where the precise nature of the questions which will be asked have not been determined in advance, but will depend on the way in which the interview develops. In the event that the line of questioning does develop in such a way that you feel hesitant or uncomfortable you are reminded of your right to decline to answer any particular question(s) and also that you may withdraw from the project at any stage without any disadvantage to yourself of any kind.

The data are being collected to provide insight into the effects of community-based learning at the tertiary level on student development and student engagement in the learning process. Each case study will be written and the data from all the cases will also be used to determine what development behaviours are indicative of community-based teaching (via a cross-case analysis of all 10 case studies). Only the researcher and their two supervisors will have access to all the raw data. The data collected will be securely stored in such a way that only those mentioned above will be able to gain access to it. At the end of the project any personal information will be destroyed immediately except that, as required by the University's research policy, any raw data on which the results of the project depend will be retained in secure storage for five years, after which it will be destroyed. Reasonable precautions will be taken to protect and destroy data gathered by email. However, the security of electronically transmitted information cannot be guaranteed. Caution is advised in the electronic transmission of sensitive material.

The results will be shared amongst the tertiary community through web resources, reports, presentations and other publications. Student and staff participants will remain confidential. You are most welcome to request a copy of the results of the project should you wish.

The project is being carried out as a requirement for a PhD in Higher Education by Lane G. Perry, III under the supervision of Dr. Billy O'Steen, who can be contacted at 364-7701 and 364-6851, respectively. He will be pleased to discuss any concerns you may have about participation in the project.

The project has been reviewed and approved by the University of Canterbury Human Ethics Committee.

What if Participants have any Questions?

If you have any questions about our project, either now or in the future, please feel free to contact:

- Lane G. Perry, III, M.Ed.
University Centre for Teaching and Learning
University of Canterbury
Private Bag 4800
Christchurch 8020
Ph: 03 364 7701
Fax: 03 364 2830
Email: lgp22@student.canterbury.ac.nz

Community-Based Tertiary Teaching in New Zealand: Is it Related to Student Engagement?

Consent Form for Participants (Students and Teaching Staff)

I have read the Information Sheet concerning this project and understand what it is about. All my questions have been answered to my satisfaction. I understand that I am free to request further information at any stage.

I know that:

1. My participation in the project is entirely voluntary.
2. I am free to withdraw from the project at any time without any disadvantage. By withdrawing from the project, I am also withdrawing all previous information provided.
3. Personal identifying information in audiotapes will be destroyed at the conclusion of the project but any raw data on which the results of the project depend will be retained in secure storage for five years, after which they will be destroyed.
4. This project involves an open-questioning technique where the precise nature of the questions which will be asked have not been determined in advance, but will depend on the way in which the interview develops and that in the event that the line of questioning develops in such a way that I feel hesitant or uncomfortable I may decline to answer any particular question(s) and/or may withdraw from the project without any disadvantage of any kind.
5. This project involves a pre and post-test assessing my service experiences and level of classroom engagement.
6. The results of the project may be published and will be available in the library. While every attempt will be made to preserve student anonymity, it is likely that teaching staff will be identified in any research findings and publications.
7. I understand that reasonable precautions have been taken to protect data transmitted by email but that the security of the information cannot be guaranteed.

I agree to take part in this project.

.....
(Signature of participant)

.....
(Date)

This project has been reviewed and approved by the University of Canterbury Human Ethics Committee.

Appendix B

Quantitative Data Analysis of Approach I and II Service-Learning

In a research study conducted to determine the influence of service-learning on student engagement, two university classes (Approach I Service-Learning – $n = 24$, Approach II Service-Learning – $n = 30$) were surveyed before and after their service-learning experience. The first survey (the Australasian Survey of Student Engagement, AUSSE) was administered to identify the engagement scores of the students according to their engagement with the overall university experience (low resolution). Meaning, the survey was contextualized to determine the students' overall score of university engagement. The second survey (a class-based version of the AUSSE) was administered after the students' service-learning experience ended and was contextualized in connection to their specific service-learning class (high resolution). This description attempts to show the difference between the two contexts in which the surveys were administered. A comparison of means, in the form of a two tailed t-test, between the first and second engagement surveys do determine a statistically significant difference of .05 on all six benchmarks in Approach II Service-Learning (GEOG309) and three of six benchmarks (Academic Challenge, Active Learning, and Supportive Learning Environment) in Approach I Service-Learning (MGMT208). Although, due to the difference in contexts, one being based on engagement in class experience (high resolution) and the other being based on engagement in university experience (low resolution), direct comparisons are not made. Instead a discussion of the movement or shift that occurred between the two scores will be further explored.

The two surveys administered are divided into six benchmarks which have been theoretically and empirically determined as central tenets to student engagement at the university level. Those benchmarks are as follows: Active Learning, Academic Challenge, Student and Staff Interaction, Educational Enriching Experiences, Supportive Learning Environment, and Work Integrated Learning. The students respond to items on the surveys and their responses are associated with one of the six benchmarks. Next, each student who participates in the survey receives six scores; and each benchmark score is out of 100. Ultimately, the individual student responses are aggregated and the participating universities are issued their six benchmark scores.

As mentioned previously, this research study looked at a mid-level management course (MGMT 208) and an upper-level geography course (GEOG 309) where service-learning was being used as the teaching method. While there were two different approaches used to implement service-learning (Approach I and II Service-Learning), the influence service-learning had on the student experience, generally and student engagement, specifically seems to be quite pronounced. While the increases seem to be greater in the Approach II Service-Learning (GEOG309) course, ranging from 8 to 27 point differences, the Approach I Service-Learning (MGMT208) course still experienced quite dramatic shifts in movement with a range of 3 to 27 point increases. More specifically it was the Active Learning benchmark that experienced the greatest increase in mean score in both courses and approaches to service-learning. The shift in this particular benchmark was expected due to the active, involving nature of service-learning. This is demonstrated in the following graphs, which depict the overall shift in student engagement benchmark mean scores.

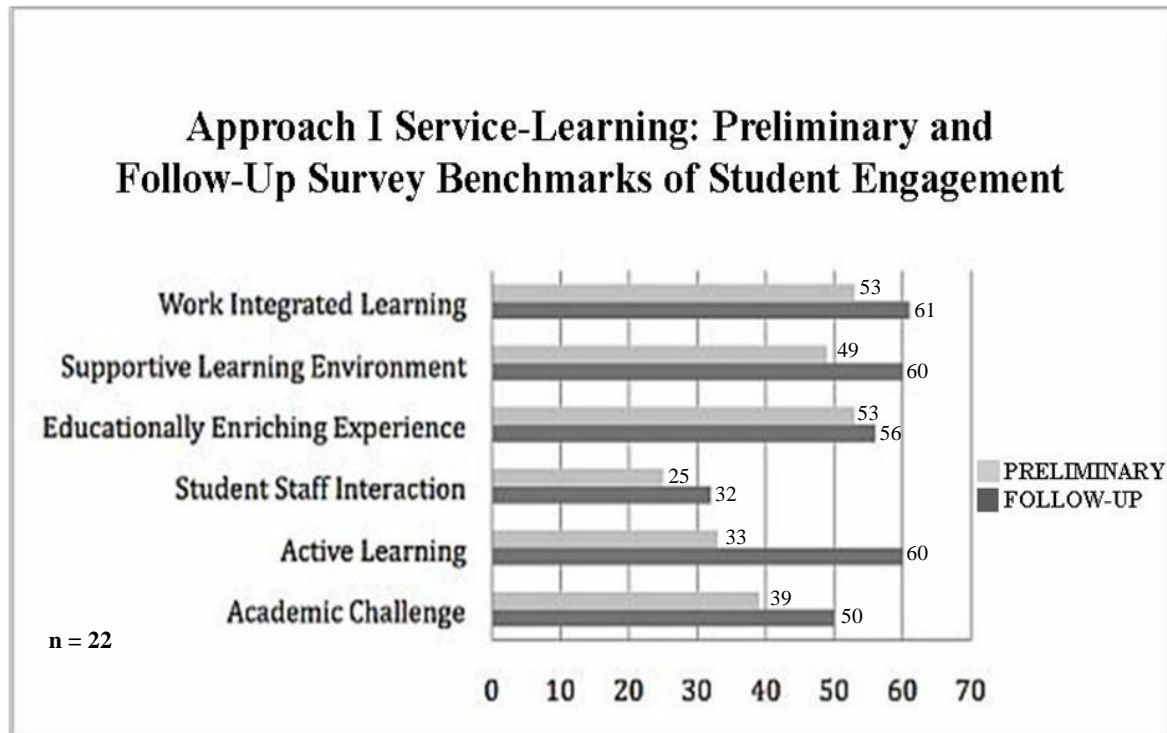


Figure Appendix B.1. Approach I Service Learning (MGMT208): Preliminary and Follow-Up Benchmark Scores of Student Engagement

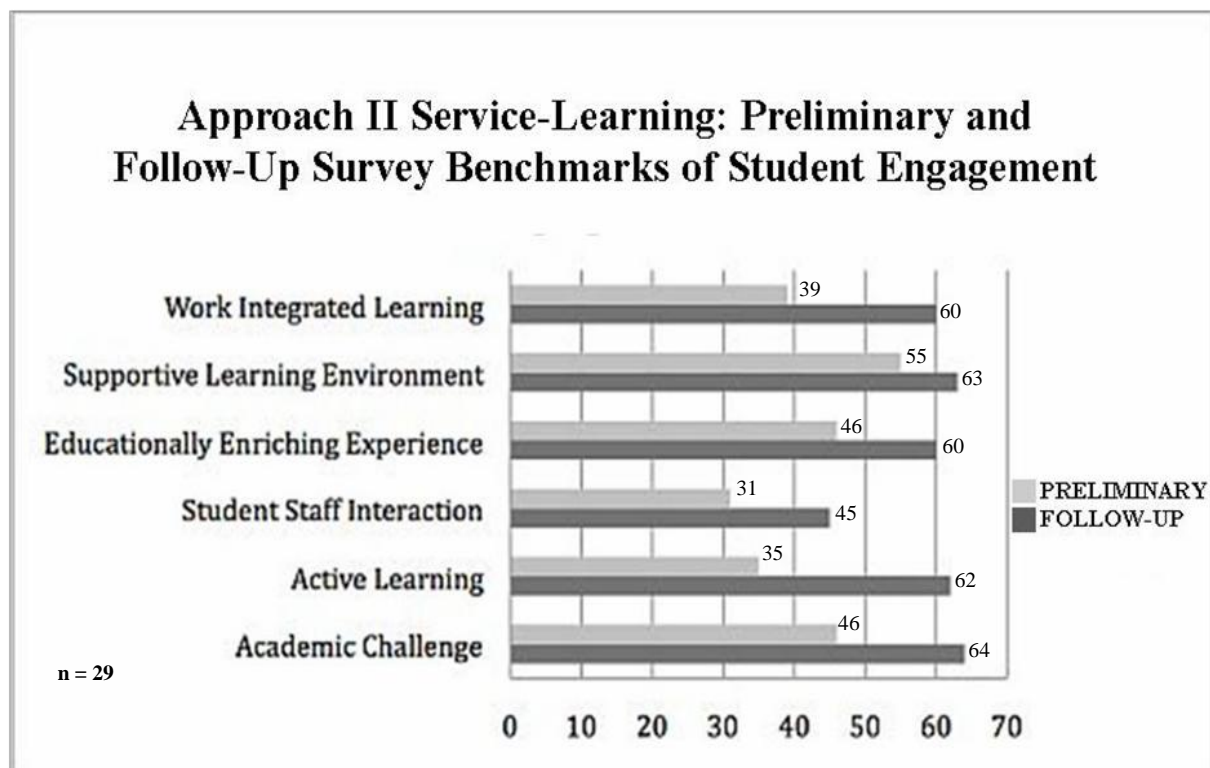


Figure Appendix B.2. Approach II Service-Learning (GEOG309): Preliminary and Follow-Up Benchmark Scores of Student Engagement

Furthermore, the shift in individual student's engagement is also reported to illuminate the tenets that there are no lost causes when it comes to student engagement and that service-learning is an example of a pedagogy that influences student engagement, to some extent, on all benchmarks across three categories of student engagement. Meaning, a student's previous extent or level of engagement does not determine their future extent or level of engagement. Subsequently, the increases in engagement benchmark scores serve as sources for understanding how service-learning affects the student experience. Students, whether they are categorized as low, moderately, or highly engaged according to their initial score on the AUSSE, are not forever set in their assigned category. Service-learning seems to be an engaging pedagogy for all students despite their engagement history. In addition, this supports the argument for creating conditions and practices that promote engagement. This is demonstrated further in the following graphs.

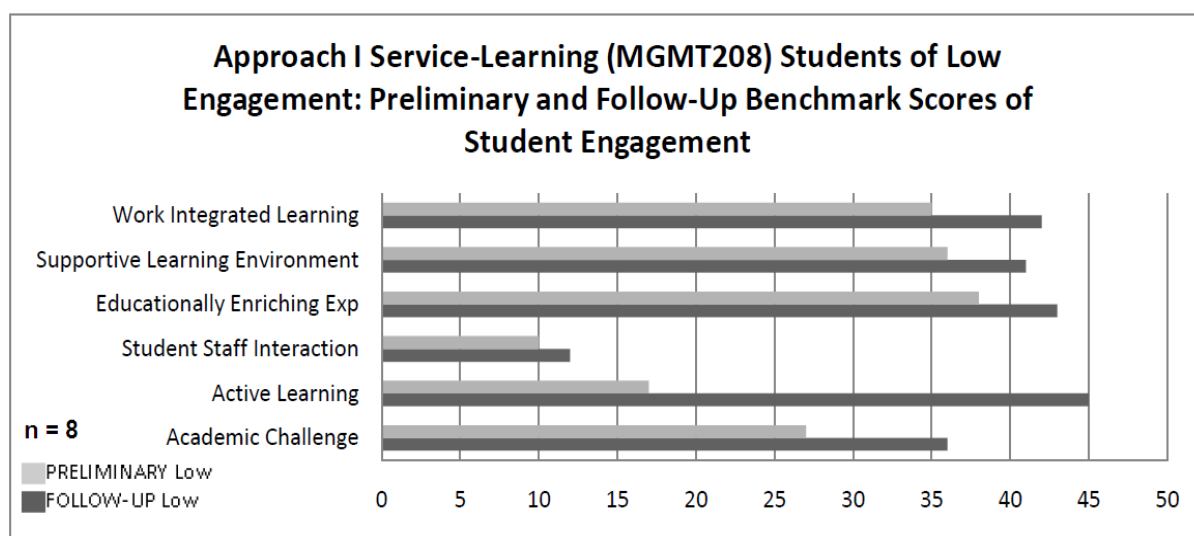


Figure Appendix B.3. Approach I Service-Learning (MGMT208) Students of Low Engagement: Preliminary and Follow-Up Benchmark Scores of Student Engagement

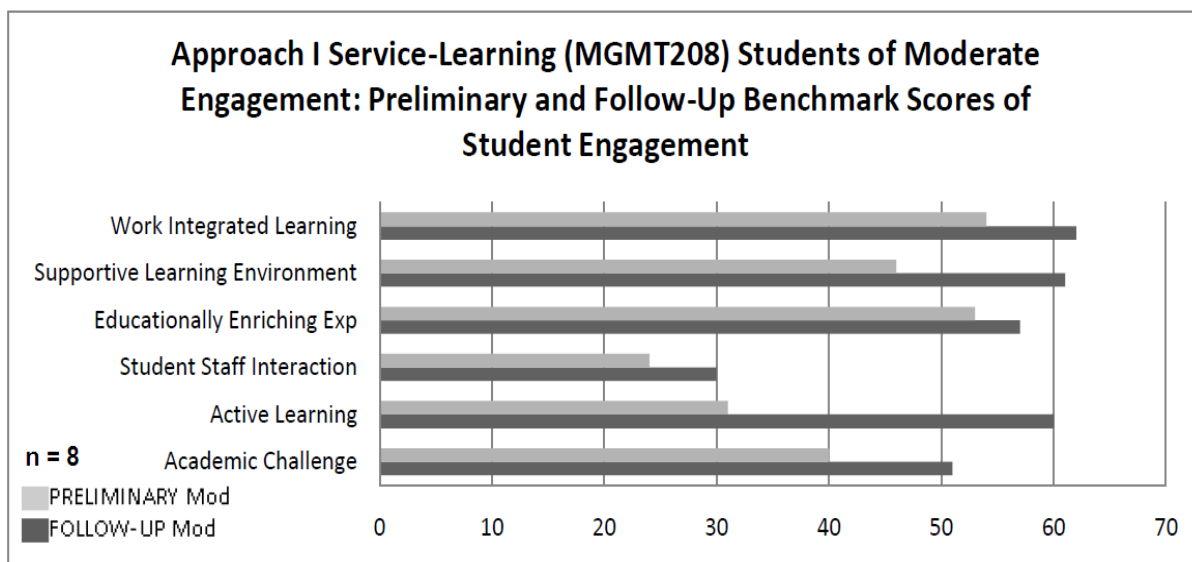


Figure Appendix B.4. Approach I Service-Learning (MGMT208) Students of Moderate Engagement: Preliminary and Follow-Up Benchmark Scores of Student Engagement

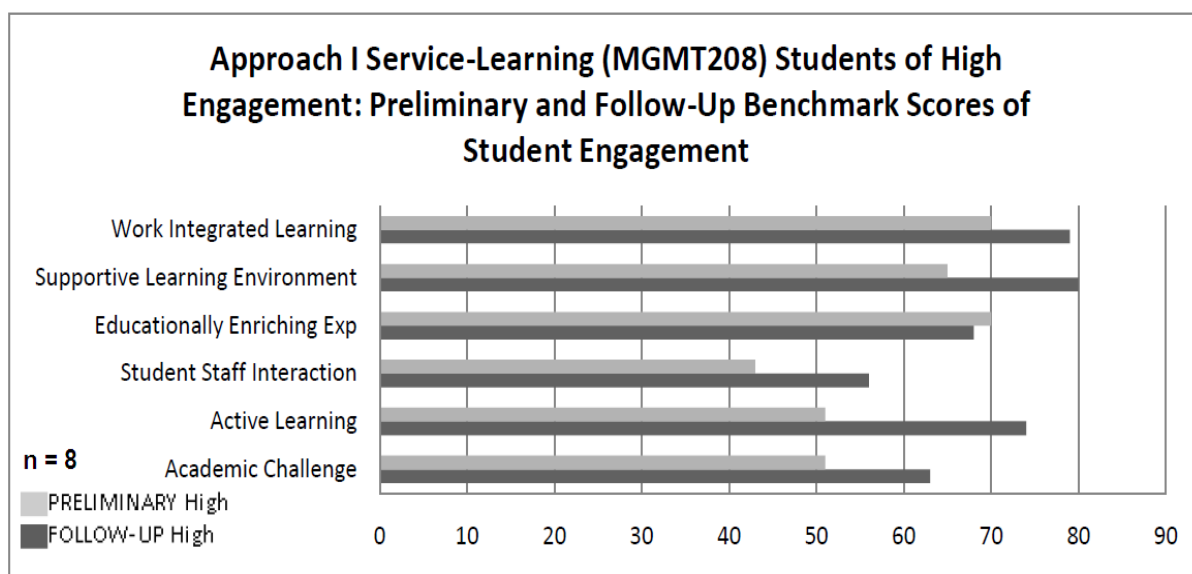


Figure Appendix B.5. Approach I Service-Learning (MGMT208) Students of High Engagement: Preliminary and Follow-Up Benchmark Scores of Student Engagement

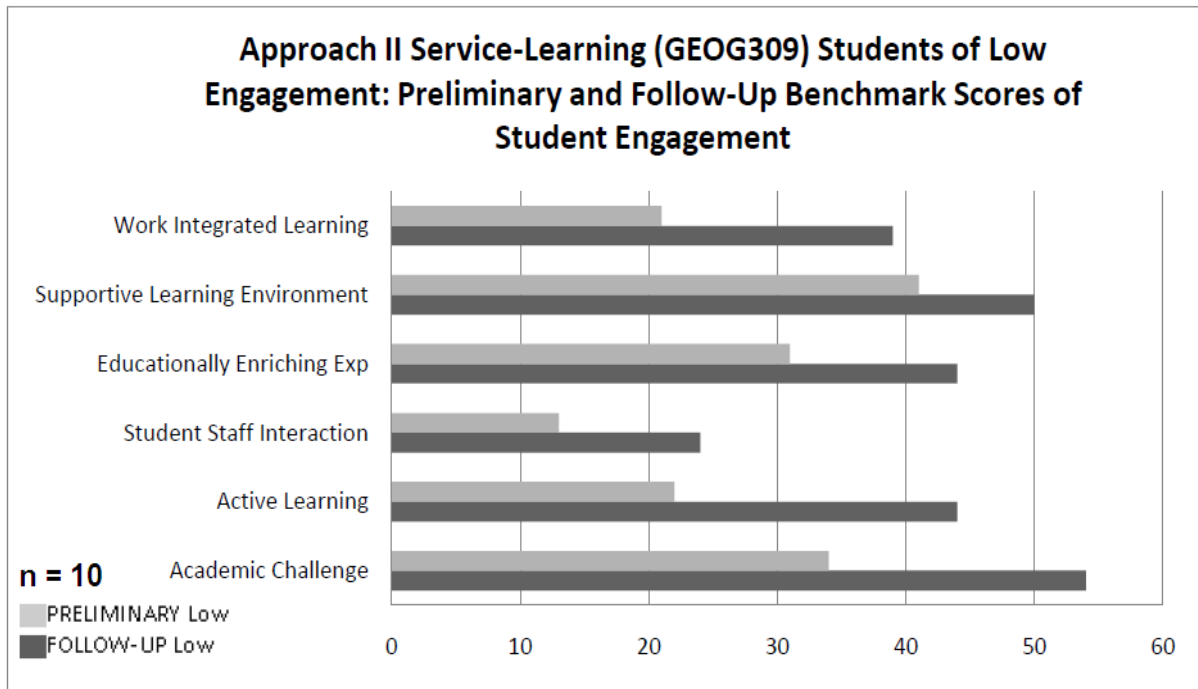


Figure Appendix B.6. Approach II Service-Learning (GEOG309) Students of Low Engagement: Preliminary and Follow-Up Benchmark Scores of Student Engagement

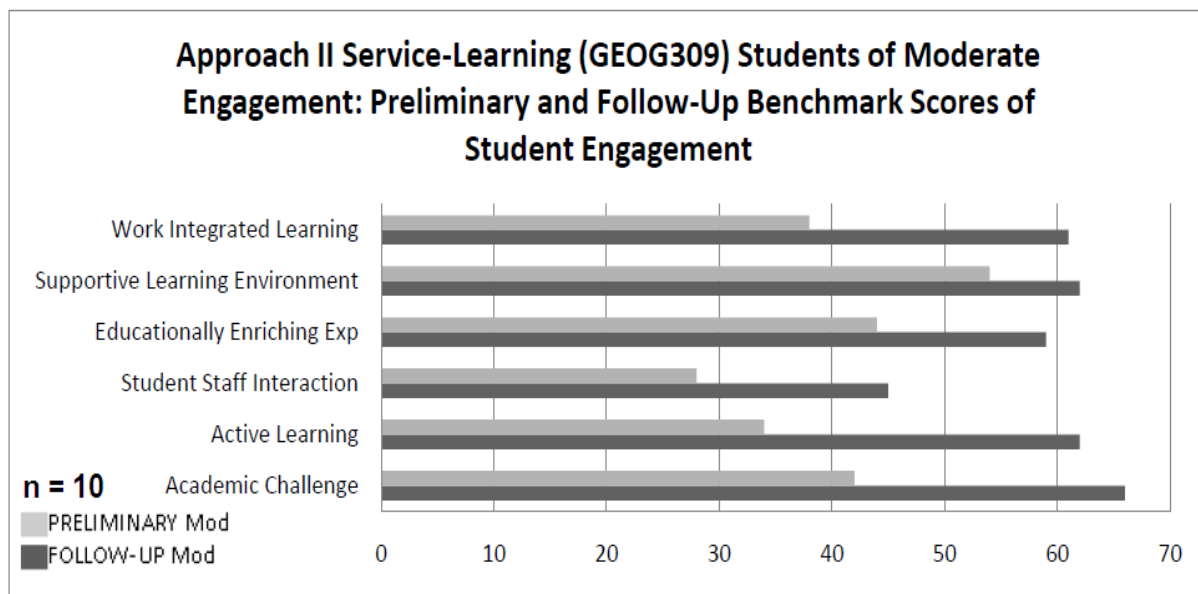


Figure Appendix B.7. Approach II Service-Learning (GEOG309) Students of Moderate Engagement: Preliminary and Follow-Up Benchmark Scores of Student Engagement

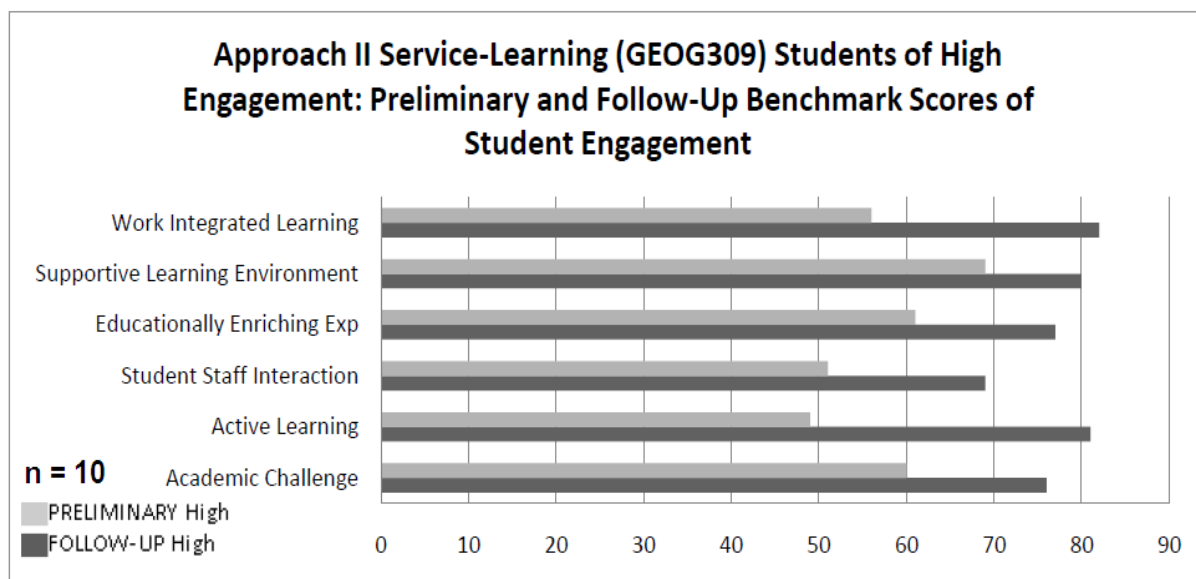


Figure Appendix B.8. Approach II Service-Learning (GEOG309) Students of High Engagement: Preliminary and Follow-Up Benchmark Scores of Student Engagement

The shifts in students' scores from each of the engagement categories are clear. Essentially universities can create conditions and implement practices that can influence their students' engagement. Service-learning was used as the pedagogy to serve as a practice and demonstrated the influence that engaging conditions can have on students. The qualitative data presented in Chapters 4 and 5 coupled with the quantitative survey results reported here in Appendix B, attempts to present a solid case demonstrating service-learning's influence on student engagement.

Appendix C

Assessment of Applied Consulting Group Project

IMPORTANT CHECKLIST
(all due October 8, 2009 at 3:00 pm)

☐ **10-minute group presentation (20%)**

☐ **Individual Application Paper (10%)**

☐ **Peer Evaluation Sheet (5%)**

☐ **Community Organisation Evaluation Sheet (5%)**

*NOTE: First contact with your community organisation should be made by the end of the first week in August.

DETAILS SECTION

☐ **10-minute group presentation (20%)**

- *Brief introduction (2 points)*
- *What service organisation you are involved in and a brief overview (2 points)*
- *What you did for that organisation (8 points)*
- *Theory/Objectives/Topics/Idea application (to what your team did) (8 points)*

*Please, do not hesitate to be creative. Just because it is a presentation does not mean it has to be a PowerPoint. It can be a PowerPoint, but please remember to be creative.

☐ **Individual Application Paper (10%)**

- *Personal Experience Reflection*

Instructions: Please feel free to use any of the questions below when reflecting back over your 208 Applied Consulting Group Project experience. They are there to help you. While you may not (do not) need to answer all of them, if you are stumped for any reason, please use them to assist in your reflection.

- 1.) How do your experiences in the 208 Applied Consulting Group Project relate to personal growth over the past semester? Give an example.
- 2.) What was the best part of the 208 Applied Consulting Group Project experience? What about that part was the best?
- 3.) Looking back, would you participate in the 208 Applied Consulting Group Project opportunity again? Why or why not?
- 4.) In what ways do you foresee the experiences you had with the 208 Applied Consulting Group Project helping you in your future work experiences? Give an example.

- *Applied Theory/Objectives/Ideas/Topic Reflection (see rubric)*

TOPIC	1 point	2 points	3 points
Personal Reflection	Shallow reflection - generic, general, unfocused (eg-it was good)	Moderate reflection - less generic and more specific, more focused, deeper (eg-it was good because...)	Deep reflection - specific, focused, deep, relevant (eg-it was good because... and I felt...)
Theory Identification	Identified at least one theory from class.	Identified at least two theories from class.	Identified at least three theories from class.
Theory Description	Described at least one theory from class.	Described at least two theories from class.	Described at least three theories from class.
Theory Application	Applied no theories from class to your project and stated why.	Applied one theory from class to your project and stated why.	Applied two theories from class to your project and stated why.
Followed instructions	< 500 words = no points	< 500 words = no points	500-750 words; double spaced; times new roman or arial
Total =			of 15

☐ **Peer Evaluation Sheet (5%)** (print and bring to class)

☐ **Community Organisation Evaluation Sheet (5%)** (print and bring to class)

Appendix D

Service Project Descriptions and Ranking Sheet

MGMT 208 - 2009 PROJECT SELECTIONS

Please rank the projects in order of preference - be sure to read the MGMT 208 Project List descriptions *before* making your choices! Please complete for at least your top four choices as there are likely more projects listed than will go ahead. We will do our very best to make sure you get at least one of your top three choices, but at the end of the day it does depend on what everyone else chooses. If you don't choose, we reserve the right to allocate you to a particular group!

Ranking scheme: 1 is the most favourable, 4 the least. (rank your TOP FOUR ONLY)

Please email to Lane Perry (lgp22@student.canterbury.ac.nz or lane.perry@pg.canterbury.ac.nz) by 12:00 pm on Tuesday the 28th of July and you will be informed of your project by email by the end of the day on Wednesday 29th July.

STUDENT NAME:

Project Number	Title	Rank
1.	Cousins Organisation (project 1 – corporate partnerships with non-profits)	
2.	Cousins Organisation (project 2 – identify volunteer needs and devise a training strategy)	
3.	Green Time Organisation	
4.	Development Organisation	
5.	Gear Organisation (project 1 – work with the Public/Community Relations subgroup)	
6.	Gear Organisation (project 2 – create a service project: project management)	
7.	Community Garden's Organisation	
REMEMBER ONLY RANK YOUR TOP FOUR (1, 2, 3, and 4)		

Appendix E

*Semi-Structured Interview Forms for Approach I and II Service-Learning Students and
Teaching Staff*

Approach I Service-Learning Preliminary Student Interview

▼ Tell me a bit about being a student in 208.

What is it like being a student in MGMT 208?

How is it different from other classes you have been in? Is it?

What has been the most difficult part of the class thus far?

What has been the best/most enlightening part of the 208 class thus far?

▼ What about your specific project...

Are you interested in your project?

Does it feel worthwhile intrinsically?

Have you had to seek, access and learn new information in order to take on this project?

▼ What is engagement? (what does it mean to be engaged)?

Describe a time when you were engaged in what you were doing.

Are there things that make you more engaged than others? Like what?

How do you know when you are engaged in something?

How does this relate to your 208 experience... or does it?

▼ What is service/ (what does it mean to serve)?

Describe a time when you provided a service.

Do you feel like you are providing a service to XXXX in the same way?

Is this the same description you would give to community service?

▼ How has your time at university contributed to your personal growth?

Can you describe a time when you grew personally?

What about that experience was the reason for growing?

Do you foresee much personal growth coming out of your experiences with 208? How, where, why?

▼ What does it mean to be civically engaged? Is it important?

Describe an experience you have had where you felt civically engaged.

Do you see your service to XXX as an example of being civically engaged?

Are you learning about this component of life from your 208 experiences? If not, do you see yourself learning about this by the end of the semester?

Approach I Service-Learning Follow-Up Student Interview

▼ Tell me about what it has been like being a student in 208.

Similarities or differences to other classes at UC?

Triumphs and challenges for you?

▼ What about your specific project... What did you do?

What is memorable to you about the project?

What do you think will be memorable to the project recipient about your service?

What do you see to be the value of these lessons/experiences (project) in 4-5 years?

▼ What is engagement? (what does it mean to be engaged)?

Did you feel engaged at any point this semester in 208? If so, please describe an example and suggest why you felt that way – what was happening? (*interest*)

How do those feelings relate to other class experiences you've had at UC?

(if they mention interest) For instance, in a classroom, how can you be engaged in something you are not interested in?

(if they mention interest) How do you think teachers can make their subjects more interesting?

▼ What is volunteer service/ (what does it mean to serve voluntarily)?

Have you ever served as a volunteer? If so, please describe what you did.

How does that volunteer service compare with what you did in 208?

▼ How has your time in 208 contributed to your personal growth? Describe a time.

Did anything occur in 208 that you would relate to personal growth? If so, what was it and how did it happen? (*comfort zone*)

How does that relate to experiences in your other classes at UC?

▼ FINAL QUESTIONS

How would you describe your 208 experience to someone who is considering doing this next year?

You have been in a service-learning course for the past semester... what is service-learning to you and how have you experienced it this semester. What have you gained that you would attribute to this experience?

Why did you choose to participate in the applied consulting group project? Would you do it again? Why/Why not?

Approach II Service-Learning Preliminary Student Interview

▼ Tell me a bit about being a student in 309.

What is it like being a student in GEOG 309?

How is it different from other classes you have been in? Is it?

Was it valuable to know how you were being taught? Why?

What has been the most difficult part of the class thus far?

What has been the best/most enlightening part of the 309 class thus far?

▼ What about your specific project...

Are you interested in your project?

Does it feel worthwhile intrinsically?

Have you had to seek, access and learn new information in order to take on this project?

▼ What is engagement? (what does it mean to be engaged)?

Describe a time when you were engaged in what you were doing.

Are there things that make you more engaged than others? Like what?

How do you know when you are engaged in something?

How does this relate to your 309 experience... or does it?

▼ What is service/ (what does it mean to serve)?

Describe a time when you provided a service.

Do you feel like you are providing a service to XXXXX in the same way?

Is this the same description you would give to community service?

▼ How has your time at university contributed to your personal growth?

Can you describe a time when you grew personally?

What about that experience was the reason for growing?

Do you foresee much personal growth coming out of your experiences with 309? How, where, why?

▼ What does it mean to be civically engaged? Is it important?

Describe an experience you have had where you felt civically engaged.

Do you see your service to XXXX as an example of being civically engaged?

Are you learning about this component of life from your 309 experiences? If not, do you see yourself learning about this by the end of the semester?

Approach II Service-Learning Follow-Up Student Interview

▼ Tell me about what it has been like being a student in 309.

Similarities or differences to other classes at UC?

Triumphs and challenges for you?

▼ What about your specific project... What did you do?

What is memorable to you about the project?

What do you think will be memorable to the project recipient about your service?

What do you see to be the value of these lessons/experiences (project) in 4-5 years?

▼ What is engagement? (what does it mean to be engaged)?

Did you feel engaged at any point this semester in 309? If so, please describe an example and suggest why you felt that way – what was happening? (*interest*)

How do those feelings relate to other class experiences you've had at UC?

(*if they mention interest*) For instance, in a classroom, how can you be engaged in something you are not interested in?

(*if they mention interest*) How do you think teachers can make their subjects more interesting?

▼ What is volunteer service/ (what does it mean to serve voluntarily)?

Have you ever served as a volunteer? If so, please describe what you did.

How does that volunteer service compare with what you did in 309?

▼ How has your time in 309 contributed to your personal growth? Describe a time.

Did anything occur in 309 that you would relate to personal growth? If so, what was it and how did it happen? (*comfort zone*)

How does that relate to experiences in your other classes at UC?

▼ FINAL QUESTIONS

How would you describe your 309 experience to someone who is considering doing this next year?

What was the most valuable aspect of your service-learning experience this semester?

What was the most detrimental aspect of your service-learning experience this semester?

Approach I and II Service-Learning Teaching Staff Interview

▼ Name and how long you have been teaching 309/208/208? What does it mean to you to teach (or what is teaching)?

▼ How is 309/208/208 taught (what is it called)? What do you do? Why?

How did 309/208/208 come to be taught in this way? Why is SBL/PBL the chosen way to teach this course?

What is similar & different about 309/208/208 to other classes you teach at UC?

What do you see to be beneficial for students in 309/208?

How does your time investment differ in 309/208 versus other classes you teach?

▼ What is engagement? (what does it mean to be engaged)

In what ways do you see 309/208 as an engaging class?

Why is it important for your students to be engaged in what they are learning?

In what ways do you see students being engaged in the 309/208 course? How does this relate to engagement you see in other courses?

(interest) How can teachers get students interested in what they are teaching them?

(interest) Why is it important to get students interested in the classes they take?

▼ In what ways have you seen students grow through their experiences in 309/208?

What was the most memorable part of the class for you this semester?

What do your fellow teachers say about the way 309/208 is taught?

Appendix F

Preliminary and Follow-Up Survey Instruments for Approach I and II Service-Learning

Service Experiences Survey Instrument: Preliminary Survey

This is the survey administered to students before the service-learning semester in the spring of 2009.

Service Experiences Survey: Preliminary Survey

Student ID # _____

*(*This is important for comparing your current responses to your future responses – your individual responses will be kept confidential. Please provide your student ID number.)*

About the Survey

This survey is designed to find out what university students think about various community service projects and activities. Some students have been involved in these projects since secondary school; others have been more involved with work, family or their studies and haven't participated in these projects. I am interested in the activities and views of both. This questionnaire asks about your past experiences and for some of your opinions and self-assessments; I will ask questions about your spring 2009 (this semester) experiences at the end of the semester.

Participation in the survey is completely voluntary. I hope that you will agree to complete the questionnaire fully so that I may have as accurate a picture as possible. Your student identification number is requested so that I may match up this questionnaire with information you may give in follow-up surveys; your responses will be confidential, and no one on your campus will have access to your individual answers. All results will be reported as grouped data or under pseudo names.

The project is being conducted by Lane Perry of the University of Canterbury and will serve as a source of data for his PhD thesis. The information he is collecting will help universities plan for the most effective kinds of community service opportunities for their students.

Instructions for the Service Experiences Survey

1. Using a PENCIL, please mark all answers clearly on the issued survey. When appropriate write open-ended responses in the space provided on the issued survey. If you erase, please make sure the mark is fully removed.
2. Consider each statement carefully, but don't spend a lot of time deliberating about a single item, there is no correct answer, only your answer.
3. For each subsection, read the statement at the beginning of the section. Then read each question and decide which response best represents your experience, actions, or opinions. Circle the corresponding number of the issued survey.

THANK YOU FOR YOUR PARTICIPATION.

Your Previous Activities

Think back on your secondary school education and university experience and indicate your usual level of involvement in these activities.

Always (each week)	=	5			
Often (2-3 times a month)	=	4			
Sometimes (1 time a month)	=	3			
Seldom (1-2- times a semester/term)	=	2			
Never	=	1			
1. Secondary school clubs/groups	1	2	3	4	5
2. Secondary school 12 th year community service	1	2	3	4	5
3. Secondary school 13 th year community service	1	2	3	4	5
4. Secondary school athletic teams	1	2	3	4	5
5. Work for pay during secondary school	1	2	3	4	5
6. University athletic teams	1	2	3	4	5
7. University campus clubs/groups/societies	1	2	3	4	5
8. University community service	1	2	3	4	5
9. Religious clubs/groups/societies	1	2	3	4	5
10. Work for pay during university	1	2	3	4	5
11. At home, my parents were/are active in community service	1	2	3	4	5

Types of Previous Service

Choose the number from the lists below to describe whom you worked with and what you did in service activities. If you worked in several activities describe the *one most important to you*. If you weren't active, leave that item blank.

Whom You Worked With

Children	=	1
Teens	=	2
Adults	=	3
Peers	=	4
Agency Staff	=	5

12. Secondary school 12 th year	1	2	3	4	5
13. Secondary school 13 th year	1	2	3	4	5
14. University (university before previous semester/term)	1	2	3	4	5
15. Previous semester/term at university	1	2	3	4	5

What You Did

Direct involvement with same person/group (e.g., tutor, coach, mentor, visit)	=	1
Direct involvement with different people needing service (e.g., assist at a shelter, soup kitchen)	=	2
Assist agency (e.g., clerical, physical labour)	=	3
Special project for group (e.g., written brochure, fundraiser, research)	=	4
Supervise other volunteers, organize program	=	5

16. Secondary school 12 th year	1	2	3	4	5
17. Secondary school 13 th year	1	2	3	4	5
18. University (university before previous semester/term)	1	2	3	4	5
19. Previous semester/term at university	1	2	3	4	5

Your Opinions

These are issues that people disagree on; please respond based on your honest reaction to each item. Please answer every item and choose the answer that makes sense to **YOU**, not what you think others would say. Remember, no body will know that *your* responses are *your* responses.

Strongly agree	=	5					
Agree	=	4					
Uncertain	=	3					
Disagree	=	2					
Strongly disagree	=	1					
20. Adults should give some time for the good of their community.	1	2	3	4	5		
21. I feel social problems are not my concern.	1	2	3	4	5		
22. Having an impact on community problems is within the reach of most individuals.	1	2	3	4	5		
23. People who work in social service agencies can do little to really help people in need.	1	2	3	4	5		
24. Government should get out of the business of solving social problems.	1	2	3	4	5		
25. People who receive social/state services largely have only themselves to blame for needing those services.	1	2	3	4	5		
26. I feel that social problems directly affect the quality of life in my community.	1	2	3	4	5		
27. Social problems are more difficult to solve than I used to think.	1	2	3	4	5		
28. The problems that cause people to need social/state services are frequently the result of circumstances beyond their control.	1	2	3	4	5		
29. If I could change one thing about society, it would be to achieve greater social justice.	1	2	3	4	5		
30. The most important community service is to help individuals.	1	2	3	4	5		
31. The most important community service is to change public policy.	1	2	3	4	5		

32. I think our social problems can be solved by the community.	1	2	3	4	5
33. For the most part, each individual controls whether he or she is poor or wealthy.	1	2	3	4	5
34. Communities should provide social/state services to their members in need.	1	2	3	4	5
35. I feel that I can have an impact on solving the problems in my community.	1	2	3	4	5
36. It is important to me personally to influence the political structure.	1	2	3	4	5
37. It is important to me to volunteer my time to help people in need.	1	2	3	4	5
38. It is important to me personally to be very well off financially.	1	2	3	4	5
39. It is important to me personally to become a community leader.	1	2	3	4	5
40. Secondary students should be required to provide a certain number of hours of community service in order to graduate.	1	2	3	4	5
41. We should reach out to specific people in need rather than create programs to address social/state problems.	1	2	3	4	5
42. I feel that I can play an important part in improving the well-being of my community.	1	2	3	4	5
43. My problems are too large for me to give time to help others.	1	2	3	4	5
44. It is important to me personally to have a career that involves helping people.	1	2	3	4	5
45. I feel positive about my community's ability to solve its social/state problems.	1	2	3	4	5
46. Skills and experiences that I gain from community service will be valuable in my career.	1	2	3	4	5
47. Community service has and will help me develop leadership skills.	1	2	3	4	5

- | | | | | | |
|--|---|---|---|---|---|
| 48. I feel uncomfortable working with people who are different from me in such things as race, wealth, and life experiences. | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|

Skills and Activities

Below is a list of skills and activities that people do in various situations. Please read each of the following, and rate yourself with respect to how well you do each of these compared to most people.

- | | | | | | |
|-----------------------|---|---|--|--|--|
| Much better than most | = | 5 | | | |
| Better than most | = | 4 | | | |
| About the same | = | 3 | | | |
| Not as good as most | = | 2 | | | |
| Much worse than most | = | 1 | | | |
-
- | | | | | | |
|--|---|---|---|---|---|
| 49. Respecting the views of others | 1 | 2 | 3 | 4 | 5 |
| 50. Participating in community affairs | 1 | 2 | 3 | 4 | 5 |
| 51. Thinking critically | 1 | 2 | 3 | 4 | 5 |
| 52. Communicating my ideas to others | 1 | 2 | 3 | 4 | 5 |
| 53. Engaging in discussion with others | 1 | 2 | 3 | 4 | 5 |
| 54. Ability to compromise | 1 | 2 | 3 | 4 | 5 |
| 55. Listening skills | 1 | 2 | 3 | 4 | 5 |
| 56. Moral or ethical judgement | 1 | 2 | 3 | 4 | 5 |
| 57. Identification of social issues and concerns | 1 | 2 | 3 | 4 | 5 |
| 58. Thinking about the future | 1 | 2 | 3 | 4 | 5 |
| 59. Ability to take action | 1 | 2 | 3 | 4 | 5 |
| 60. Tolerant of people who are different from me | 1 | 2 | 3 | 4 | 5 |
| 61. Effective in accomplishing goals | 1 | 2 | 3 | 4 | 5 |
| 62. Ability to see consequences of actions | 1 | 2 | 3 | 4 | 5 |
| 63. Empathetic to all points of view | 1 | 2 | 3 | 4 | 5 |
| 64. Ability to work with others | 1 | 2 | 3 | 4 | 5 |
| 65. Thinking about others before myself | 1 | 2 | 3 | 4 | 5 |

66. Ability to speak in public	1	2	3	4	5
67. Feeling responsible for others	1	2	3	4	5
68. Knowing where to find information	1	2	3	4	5
69. Knowing who to contact in order to get things done	1	2	3	4	5
70. Ability to lead a group	1	2	3	4	5

Describing Yourself

For each of these phrases, indicate whether they describe you very well or not at all well or somewhere in between.

Describes me very well	=	5
Somewhat well	=	4
Uncertain	=	3
Not well	=	2
Not at all well	=	1

71. I often discuss political or social issues with my friends.	1	2	3	4	5
72. I sometimes find it difficult to see things from the other person's point of view.	1	2	3	4	5
73. I try to keep up with local and national news.	1	2	3	4	5
74. I usually make up my mind right away about something.	1	2	3	4	5
75. I read a newspaper or watch news shows daily.	1	2	3	4	5
76. I try to understand my friends better by imagining how things look from their point of view.	1	2	3	4	5
77. If I am sure I am right, I don't waste much time listening to other people's arguments.	1	2	3	4	5
78. I often participate in advocacy or political action groups.	1	2	3	4	5
79. I often try to persuade others to take my point of view.	1	2	3	4	5
80. Before criticizing somebody, I try to imagine how I would feel if I were in his or her place.	1	2	3	4	5

81. Once I have decided something, I am hard to convince otherwise.	1	2	3	4	5
82. I often change my opinion about social/state problems when I hear others talk.	1	2	3	4	5
83. I always vote in local elections.	1	2	3	4	5
84. I always vote in national elections.	1	2	3	4	5
85. I usually take a long time to consider things before I make up my mind.	1	2	3	4	5
86. I am active in political campaigns.	1	2	3	4	5
87. I have testified in public hearings or spoken in meetings held by public agencies.	1	2	3	4	5
88. Once I make up my mind, I fight for what I believe in.	1	2	3	4	5
89. I am active in campus politics.	1	2	3	4	5

Questions about you

Circle the response that corresponds to the correct choice under each item.

90. Gender 1. female 2. male
91. Age 1. 17-18 2. 19-20 3. 21-22 4. 23-25 5. 26+
92. Class 1. 1st year 2. 2nd year 3. 3rd year 4. honours 5. graduate
93. What is your best estimate of your parents' total income last year? Consider all income from all sources:
1. \$30,000 or less
 2. \$30,001-40,000
 3. \$40,001-60,000
 4. \$60,001-85,000
 5. \$85,001 or more
94. What is the highest level of education reached by your father?
1. some secondary school
 2. secondary school graduate
 3. some university or other postsecondary schooling
 4. university graduate (Bachelors or Honours)
 5. graduate degree (Master's or Doctorate)

95. What is the highest level of education reached by your mother?

1. some secondary school
2. secondary school graduate
3. some university or other postsecondary schooling
4. university graduate (Bachelors of Honours)
5. graduate degree (Master's or Doctorate)

96. How many hours a week do you work **OFF** campus for pay while you are attending university?

1. none 2. 1-5 3. 6-10 4. 11-20 5. 21 or more

97. How many hours a week do you work **ON** campus for pay while you are attending university?

1. none 2. 1-5 3. 6-10 4. 11-20 5. 21 or more

98. Did you vote in the November 2008 election? 1. yes 2. no

99. How many courses have you had in college where you participated in community service to meet some of the course requirements? *Do not include* any current service-learning courses.

1. none 2. one 3. two 4. three 5. four or more

100. Have you done any volunteering/community service in the past twelve months?

1. yes 2. no (Go to question 103) If yes, continue.

101. Have you done any volunteering/community service in the past month?

1. yes 2. no (Go to question 103) If yes, continue.
If yes, how many hours did you spend in volunteer work during the past month?
[write in _____]

102. Have you done any volunteering/community service in the past seven days?

1. yes 2. no (Go to question 103) If yes, continue.
If yes, how many hours did you spend in volunteer work during the past seven days?
[write in _____]

103. What career do you plan to pursue when you graduate?

[write in _____]

Preliminary Survey

In your experience at your institution during the current academic year, about how often have you done each of the following? Mark your answers in the boxes. Leave blank if the item does not apply.

	Never ▼	Sometimes ▼	Often ▼	Very Often ▼
Asked questions or contributed to discussions in class or online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sought advice from academic staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made a class or online presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worked hard to master difficult content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepared two or more drafts of an assignment before handing it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used library resources on campus or online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worked on an essay or assignment that required integrating ideas or information from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used student learning support services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blended academic learning with workplace experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Included diverse perspectives (e.g. different races, religions, genders, political beliefs, etc.) in class discussions or written assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Came to class having completed readings or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kept up to date with your studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worked with other students on projects during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Never ▼	Sometimes ▼	Often ▼	Very Often ▼
Worked with other students outside class to prepare assignments <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Put together ideas or concepts from different subjects when completing assignments or during class discussions <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tutored or taught other university students (paid or voluntary) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participated in a community-based project (e.g. volunteering) as a part of your study <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used an online learning system to discuss or complete an assignment <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used email or a forum to communicate with teaching staff <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussed your grades or assignments with teaching staff <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talked about your career plans with teaching staff or advisors <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussed ideas from your readings or classes with teaching staff outside class <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Received prompt written or oral feedback from teachers/tutors on your academic performance <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worked harder than you thought you could to meet a teacher's/tutor's standards or expectations <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worked with teaching staff on activities other than coursework (e.g. committees, orientation, student organisations, etc.) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussed ideas from your readings or classes with others outside class <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Never ▼	Sometimes ▼	Often ▼	Very Often ▼
Had conversations with students of a different ethnic group than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had conversations with students who are very different to you in terms of their religious beliefs, political, opinions or personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During the current academic year, how much has your coursework emphasised the following intellectual activities.

	Never ▼	Sometimes ▼	Often ▼	Very Often ▼
Memorising facts, ideas or methods from your subjects and readings so you can repeat them in pretty much the same form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysing the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth and considering its components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Synthesising and organising ideas, information or experiences into new, more complex interpretations and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making judgements about the value of information, arguments or methods, such as examining how others gather and interpret data and assessing the soundness of their conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applying theories or concepts to practical problems or in new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In a typical week, how many exercises, lab reports, problem sets and tutorial questions do you complete?

	None ▼	1 – 2 ▼	3 – 4 ▼	5 – 6 ▼	> 6 ▼
Number of pieces of work that take one hour or less to complete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of pieces of work that take more than one hour to complete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During the current academic year, about how much reading and writing have you done?

	None ▼	1 – 4 ▼	5 – 10 ▼	11 – 20 ▼	> 20 ▼
Number of assigned textbooks, books or book-length packs of subject readings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of written assignments of fewer than 1,000 words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of written assignments of between 1,000 and 5,000 words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of written assignments of more than 5,000 words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Which box best represents the extent to which your examinations during the current academic year have challenged you to do your best work?

Very little ▼							Very much ▼
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	

During the current academic year, about how often have you done each of the following?

	Never ▼	Sometimes ▼	Often ▼	Very Often ▼
Attended an art exhibition, play, dance, musical, theatre or other performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exercised or participated in physical fitness activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examined the strengths and weaknesses of your own views on a topic or issue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improved knowledge and skills that will contribute to your employability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developed communication skills relevant to your discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explored how to apply your learning in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tried to better understand someone else's view by imagining how an issue looks from his or her perspective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning something that changed the way you understand an issue or concept	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Which of the following have you done or do you plan to do before you graduate from your institution?

	Do not know about ▼	Have not decided ▼	Do not plan to do ▼	Plan to do ▼	Done ▼
Practicum, internship, fieldwork or clinical placement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Industry placement or work work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community service or volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in a study group or learning community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work on a research project with a staff member outside of coursework requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study a foreign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study abroad or student exchange	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Culminating final-year experience (e.g. honours thesis, comprehensive exam, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independent study or self-designed major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consult a university careers service for advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Which of these boxes best represent the quality of your relationships with people at your institution?

Relationships with **other students**

Unfriendly,
unsupportive,
sense of alienation

Friendly,
supportive,
sense of belonging


☐

1

☐

2

☐

3

☐

4

☐

5

☐

6

☐

7

Relationships with **teaching staff**

Unavailable,
unhelpful,
unsympathetic

Available,
helpful,
sympathetic


☐

1

☐

2

☐

3

☐

4

☐

5

☐

6

☐

7

Relationships with **administrative personnel and services**

Unhelpful,
inconsiderate,
rigid

Helpful,
considerate,
flexible


☐

1

☐

2

☐

3

☐

4

☐

5

☐

6

☐

7

About how many hours do you spend in a typical seven-day week doing each of the following? Leave blank if the item does not apply.

Preparing for class (e.g. studying, reading, writing, doing homework or lab work, analysing data, rehearsing and other academic activities)

☐

None

☐

1 – 5

☐

6 – 10

☐

11 – 15

☐

16 – 20

☐

21 – 25

☐

26 – 30

☐

over 30

Work for pay **on campus**

☐

None

☐

1 – 5

☐

6 – 10

☐

11 – 15

☐

16 – 20

☐

21 – 25

☐

26 – 30

☐

over 30

Working for pay **off campus**

☐

None

☐

1 – 5

☐

6 – 10

☐

11 – 15

☐

16 – 20

☐

21 – 25

☐

26 – 30

☐

over 30

Participating in extracurricular activities (e.g. organisations, campus publications, student associations, clubs and societies, sports, etc.)

☐

None

☐

1 – 5

☐

6 – 10

☐

11 – 15

☐

16 – 20

☐

21 – 25

☐

26 – 30

☐

over 30

Relaxing and socialising (e.g. watching TV, partying, etc.)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	1 – 5	6 – 10	11 – 15	16 – 20	21 – 25	26 – 30	over 30

Providing care for dependents living with you (e.g. parents children, spouse, etc.)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	1 – 5	6 – 10	11 – 15	16 – 20	21 – 25	26 – 30	over 30

Managing personal business (e.g. housework, shopping, exercise, health needs, etc.)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	1 – 5	6 – 10	11 – 15	16 – 20	21 – 25	26 – 30	over 30

Travelling to campus (e.g. driving, walking, etc.)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	1 – 5	6 – 10	11 – 15	16 – 20	21 – 25	26 – 30	over 30

Being on campus, **including** time spent in class

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	1 – 5	6 – 10	11 – 15	16 – 20	21 – 25	26 – 30	over 30

Being on campus, **excluding** time spent in class

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	1 – 5	6 – 10	11 – 15	16 – 20	21 – 25	26 – 30	over 30

To what extent does your institution emphasise each of the following?

	Very little ▼	Some ▼	Quite a bit ▼	Very much ▼
Spending significant amounts of time studying and on academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing the support you need to help you succeed academically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encouraging contact among students from different economic, social and ethnic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helping you cope with your non-academic responsibilities (e.g. work, family, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing the support you need to socialise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very little ▼	Some ▼	Quite a bit ▼	Very much ▼
Attending campus events and activities (e.g. special speakers, cultural performances, sporting events, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using computers in academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent has your experience at this institution contributed to your knowledge, skills and personal development in the following areas?

	Very little ▼	Some ▼	Quite a bit ▼	Very much ▼
Acquiring a broad general education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acquiring job-related and work-related knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinking critically and analytically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using computing and information technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working effectively with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Voting informedly in local, state or national elections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning effectively on your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding people of other racial and ethnic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Solving complex, real-world problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing a personal code of values and ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributing to the welfare of your Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In this academic year have you seriously considering leaving your current institution? Mark all that apply.

- No, I have not considered a change ☐
- Yes, to improve career prospects ☐
- Yes, for convenience or practical reasons ☐
- Yes, for financial reasons or to reduce study costs ☐
- Yes, to obtain better quality education ☐
- Yes, for other reasons ☐

What are your plans for next year? Mark all that apply.

- Continue with current study ☐
- Shift to another university ☐
- Move to vocational education and training ☐
- Change to another qualification ☐
- Leave university before finishing qualification ☐
- Leave university having completed qualification ☐

Overall, how would you evaluate the quality of academic advice that you have received at your institution?

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Poor | Fair | Good | Excellent |
| ▼ | ▼ | ▼ | ▼ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

How would you evaluate your entire educational experience at this institution?

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Poor | Fair | Good | Excellent |
| ▼ | ▼ | ▼ | ▼ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you could start over again, would you go to the same institution you are now attending?

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Definitely no | Probably no | Probably yes | Definitely yes |

Are you male or female?

- | | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| Male | Female |

Where has your study been mainly based in the current academic year?

On one
or more
campuses


☐

Mix of external
distance and
on-campus


☐

External/
distance


☐

In what year did you first start university?

☐

Before 2005

☐

2005

☐

2006

☐

2007

☐

2008

☐

2009

How many years of your qualification have you completed?

☐

None, in first year

☐

1 yr

☐

2 yr

☐

3 yr

☐

more than 3 yr

Since starting at university, have you been enrolled mainly part time or full time?

☐

Part time

☐

Full time

What is your major area of study (e.g. accounting, law, psychology)? Use CAPITAL letters.

What is your student identification number? Please write in the following box. No individual is identified in any analyses or reports.

Which category best represents your average overall grade so far?

☐

No results

☐

<50

☐

50 – 59

☐

60 – 69

☐

70 – 79

☐

80 – 89

☐

90 – 100

Are you a permanent resident or citizen of either Australia or New Zealand?

☐

No

☐

Yes

Are you of Aboriginal or Torres Strait Islander origin?

☐

No

☐

Yes

Are you of Māori descent?

☐

No

☐

Yes

Are you of Pasifika (Pacific Island) descent?

☐ ☐

No Yes

Do you consider yourself to have a disability, impairment or long-term condition?

☐ ☐

No Yes

How much of your study do you do online? None one-quarter about half nearly all



☐

☐

☐

☐

Do you live on campus in a university college or hall of residence? ☐ ☐

No

Yes

What are the BEST ASPECTS of how your university engages students in learning?

What could be done to IMPROVE how your university engages students?

Service-Learning in New Zealand: Is it Related to Student Engagement?

Instructions

Please read the instructions for each of the two surveys provided in this packet. Both surveys are double-sided (front and back) and rely on your responses, *to all items*, in order to ensure the effectiveness of the survey. The two surveys should take a total of 20 minutes to complete.

This packet should be completed by the end of class. Thank you for your time and effort in regards to this study. Without your participation, this would not be possible. **By filling out this survey, your student identification number will be put into a drawing for the chance to win a \$25.00 gift card to Westfield/Riccarton Mall.**

Packet Includes

- Service Experiences Survey Instrument (follow-up) – SES (10 minutes)
- Australasian University Survey of Student Engagement (class version follow-up) – AUSSEcv (10 minutes)

Questions

If you have any questions please contact me.

Name: Lane Perry

Email: lgp22@student.canterbury.ac.nz or lane.perry@pg.canterbury.ac.nz

Cell: 02102115757

Office: 364-2987 ext. 7701

Participant's student identification number: _____

Service Experience Survey Instrument: Follow-up (GEOG 309 & MGMT208)

This is the survey administered to students at the end of their service-learning semester, spring 2009.

Student ID # _____

*(*This is important for comparing your current responses to your previous responses – your individual responses will be kept confidential. Please provide your student ID number.)*

About the Survey

This is a follow-up to the survey you took at the beginning of this semester about your views of community service and student engagement. Participation is voluntary; I hope you will complete this survey fully so that I may have an accurate picture of your experiences and views.

MARK ANSWERS ON THE SURVEY, ACCORDINGLY

PLEASE COMPLETE THE SURVEY FULLY AND CAREFULLY; IT IS IMPORTANT TO KNOW HOW *YOU* THINK ABOUT THESE ISSUES *NOW*! THANK YOU!!

Follow-Up Survey

Student ID # _____

Mark your responses clearly.

1. How many weeks did you participate in this GEOG 309 or MGMT208 service project?
 1. none
 2. one
 3. two to four
 4. five to ten
 5. over eleven
2. On average, how many hours per week did you participate?
 1. 1-3
 2. 4-6
 3. 7-12
 4. 13-20
 5. over 20
3. What did you usually do?
 - a) Direct involvement with same person/group (e.g., tutor, coach, mentor, visit)
 - b) Direct involvement with different people needing service (e.g., assist at a shelter, soup kitchen)
 - c) Assist agency (e.g., clerical, physical labour)
 - d) Special project for group (e.g., written brochure, fundraiser, research)
 - e) Supervise other volunteers, organize program
4. Did you participate in service projects other than GEOG 309 or MGMT208 this semester?
 1. yes
 2. no
5. Will you participate in service to a community next semester?
 1. yes
 2. no
6. How many hours per week do you plan to volunteer?
 1. none
 2. 1-3
 3. 4-6
 4. 7-12
 5. over 12

Describe Your Service

For each item, choose the number that best describes your service this term. If a feature *does not apply to you*, mark one (1) for “never”.

Very Often	=	5
Often	=	4
Sometimes	=	3
Once in a great while	=	2
Never	=	1

During my GEOG 309 or MGMT208 service project:

7. Had important responsibilities	1	2	3	4	5
8. Had challenging tasks	1	2	3	4	5
	Never				Very Often
9. Made important decisions	1	2	3	4	5
10. What I did was interesting	1	2	3	4	5
11. Did things myself instead of observing	1	2	3	4	5
12. Talked with people receiving service	1	2	3	4	5
13. Professionals took interest in me	1	2	3	4	5
14. Had variety of tasks to do	1	2	3	4	5
15. Was appreciated when I did a good job	1	2	3	4	5
16. Felt I made a real contribution	1	2	3	4	5
17. Free to develop and use <i>my</i> ideas	1	2	3	4	5
18. Discussed experiences with faculty	1	2	3	4	5
19. Discussed experiences with other volunteers (students)	1	2	3	4	5
20. Worked with people from diverse ethnic backgrounds	1	2	3	4	5
21. Project met needs identified by members of the orgs	1	2	3	4	5
22. Experience challenged my previous opinions	1	2	3	4	5
23. Applied things I learned in university to my service placement	1	2	3	4	5
24. Applied things I learned in this 309/208 to my service placement	1	2	3	4	5
25. Will apply things I learned during service to my university classes or future career	1	2	3	4	5
26. Kept a journal	1	2	3	4	5
27. Coord. or faculty member responded to my journal	1	2	3	4	5
28. Completed writing assignments about my project	1	2	3	4	5

29. Coordinator or faculty led discussions where we shared feelings	1	2	3	4	5
30. Coordinator or faculty led discussions where we analysed community and organisational problems	1	2	3	4	5
31. Coordinator or faculty led discussions where we related our service to what we were learning in class	1	2	3	4	5
32. Gave speech or pres about my service activities	1	2	3	4	5

What You Learned from the GEOG 309 or MGMT208 Project

Students have identified different things they learned from their service to a community. Please indicate how important each benefit was to you. Please don't select more than *three* (3) items as "Most Important".

Most important	=	4
Very Important	=	3
Somewhat important	=	2
Not important	=	1

I learned:

33. Deeper understanding of things I already had learned about in my class	1	2	3	4
34. To apply things I have learned in class to real problems	1	2	3	4
35. How complex the problems faced by the people I worked with are	1	2	3	4
36. How rewarding it is to help others	1	2	3	4
37. Understand myself better/personal growth	1	2	3	4
38. How to work with others effectively	1	2	3	4
39. Specific new skills (e.g., research, food preparation, computers, GIS)	1	2	3	4
40. To appreciate different cultures	1	2	3	4
41. To see social problems in a new way	1	2	3	4

How You Learned from GEOG 309 or MGMT208 Project

Rate the importance of these activities in your learning; limit "Most Important" to *two* to *three* items.

Most important	=	4
Very Important	=	3
Somewhat important	=	2
Not important	=	1

Much of my learning came from:

42. Faculty and staff presentations	1	2	3	4
43. Providing real service to people	1	2	3	4
44. Reflection in journals or written assignments	1	2	3	4
45. Working with professionals in field	1	2	3	4
46. Informal sharing of experiences with other volunteers or classmates	1	2	3	4
47. Formal structured debriefing session or class discussions	1	2	3	4
48. Interaction with people I served	1	2	3	4

Relationships with Faculty and Other Students

These items refer to relationships with others at your school that have developed through your *service* activities in GEOG 309 or MGMT208.

Strongly agree	=	5
Agree	=	4
Disagree	=	3
Strongly disagree	=	2
Does not apply	=	1

During GEOG 309 or MGMT208 Service Activities

49. During the service project I have developed a close, personal relationship with at least one faculty member.	1	2	3	4	5
50. My service project has been a good opportunity for me to interact informally with faculty.	1	2	3	4	5
51. As a result of my service I have developed close personal relationships with other students.	1	2	3	4	5
52. The student friendships I 've developed during service have been intellectually stimulating.	1	2	3	4	5

Your Opinion About the GEOG 309 or MGMT208 Service this Term

53. I would rate my service experience this term as:

1. poor 2. fair 3. good 4. excellent

54. Compared to my regular classes I learned _____ from my service project in GEOG 309 or MGMT208.

1. much less 2. less 3. the same 4. more 5. much more

55. Compared to my regular classes I found my service project in GEOG 309 or MGMT208 _____ intellectually challenging.

1. much less 2. less 3. the same 4. more 5. much more

56. Compared to regular classes I found myself _____ motivated to work hard during the service project in GEOG 309 or MGMT208.

1. much less 2. less 3. the same 4. more 5. much more

Your Opinions

These are issues that people disagree on; please respond based on your honest reaction to each item. Please answer every item and choose the answer that makes sense to YOU, not what you think others would say.

Strongly agree	=	5
Agree	=	4
Uncertain	=	3
Disagree	=	2
Strongly disagree	=	1

	Strongly disagree				Strongly agree
	1	2	3	4	5
57. Adults should give some time for the good of their community.					
58. I feel social problems are not my concern.	1	2	3	4	5
59. Having an impact on community problems is within the reach of most individuals.	1	2	3	4	5
60. People who receive social/state services largely have only themselves to blame for needing those services.	1	2	3	4	5
61. Social problems are more difficult to solve than I used to think.	1	2	3	4	5
62. I feel that I can have an impact on solving the problems in my community.	1	2	3	4	5
63. It is important to me to volunteer my time to help people in need.	1	2	3	4	5
64. It is important to me personally to be very well off financially.	1	2	3	4	5
65. It is important to me personally to become a community leader.	1	2	3	4	5
66. Secondary students should be required to provide a certain number of hours of community service in order to graduate.	1	2	3	4	5

- | | | | | | |
|--|---|---|---|---|---|
| 67. My problems are too large for me to give time to help others. | 1 | 2 | 3 | 4 | 5 |
| 68. It is important to me personally to have a career that involves helping people. | 1 | 2 | 3 | 4 | 5 |
| 69. Skills and experiences that I gain from community service will be valuable in my career. | 1 | 2 | 3 | 4 | 5 |
| 70. Community service has and will help me develop leadership skills. | 1 | 2 | 3 | 4 | 5 |
| 71. I feel uncomfortable working with people who are different from me in such things as race, wealth, and life experiences. | 1 | 2 | 3 | 4 | 5 |

Skills and Activities

Below is a list of skills and activities that people do in various situations. Please read each of the following, and rate yourself with respect to how well you do each of these compared to most people.

- | | | | | | |
|-----------------------|---|---|--|--|--|
| Much better than most | = | 5 | | | |
| Better than most | = | 4 | | | |
| About the same | = | 3 | | | |
| Not as good as most | = | 2 | | | |
| Much worse than most | = | 1 | | | |
-
- | | | | | | |
|--|---|---|---|---|---|
| 72. Participating in community affairs | 1 | 2 | 3 | 4 | 5 |
| 73. Engaging in discussion with others | 1 | 2 | 3 | 4 | 5 |

SES END

AUSSEcv (CLASS version) Instrument: Follow-up (GEOG 309 & MGMT208)**About the Survey**

This is a follow-up to the survey you took at the beginning of this semester about your views of community service and student engagement. Participation is voluntary; I hope you will complete this survey fully so that I may have an accurate picture of your experiences and views.

MARK ANSWERS ON THE SURVEY, ACCORDING to your GEOG 309 or MGMT208 experience.

PLEASE COMPLETE THE SURVEY FULLY AND CAREFULLY; IT IS IMPORTANT TO KNOW HOW *YOU* THINK ABOUT THESE ISSUES *NOW*! THANK YOU!!

Student Engagement Definition - students' involvement in activities & conditions linked to high-quality learning.

Follow-Up Survey

Student engagement- students' involvement in activities & conditions linked to high-quality learning.

Thinking about your experiences in **GEOG 309 (Research Methods in Geography)** or **MGMT 208 (Principles of Leadership)** during the current academic semester (spring 2009), about how often have you done each of the following? Mark your answers in the boxes.

	Never ▼	Sometimes ▼	Often ▼	Very Often ▼
Asked questions or contributed to discussions in class/group or online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made a class or online presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blended academic learning with workplace experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worked with other students on projects during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worked with other students outside class to prepare assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tutored or taught other university students (paid or voluntary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participated in a community-based project (e.g. volunteering) as a part of your study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used an online learning system to discuss or complete an assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussed your grades or assignments with teaching staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talked about your career plans with teaching staff or advisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussed ideas from your readings or classes with teaching staff outside class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Received prompt written or oral feedback from teachers/tutors on your academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Worked harder than you thought
you could to meet a teacher's/tutor's
standards or expectations ☐ ☐ ☐ ☐

Worked with teaching staff on
activities other than coursework
(e.g. committees, orientation, student
organisations, etc.) ☐ ☐ ☐ ☐

Never Sometimes Often Very Often
▼ ▼ ▼ ▼

Discussed ideas from your readings
or class meetings with others outside
class (e.g. students, family members,
co-workers, etc.) ☐ ☐ ☐ ☐

Had conversations with students of a
different ethnic group than your own ☐ ☐ ☐ ☐

Had conversations with students who
are very different to you in terms of
their religious beliefs, political
opinions or personal values ☐ ☐ ☐ ☐

**During your past semester in GEOG 309 or MGMT208, how much has your
coursework emphasised the following intellectual activities.**

Very little Some Quite a bit Very much
▼ ▼ ▼ ▼

Memorising facts, ideas or methods
from your subjects and readings so
you can repeat them in pretty much
the same form ☐ ☐ ☐ ☐

Analysing the basic elements of
an idea, experience or theory, such
as examining a particular case or
situation in depth and considering
its components ☐ ☐ ☐ ☐

Synthesising and organising ideas,
information or experiences into new,
more complex interpretations and
relationships ☐ ☐ ☐ ☐

Making judgements about the value of information, arguments or methods, such as examining how others gather and interpret data and assessing the soundness of their conclusions

☐ ☐ ☐ ☐

Applying theories or concepts to practical problems or in new situations

☐ ☐ ☐ ☐

During your semester in GEOG 309 or MGMT208, about how much reading and writing have you done?

	None ▼	1 ▼	2 ▼	3 ▼	> 3 ▼
Number of textbooks, books or book-length packs of subject readings (journal articles)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of written assignments of fewer than 1,000 words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of written assignments of between 1,000 and 5,000 words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of written assignments of more than 5,000 words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During your experience in GEOG 309 or MGMT208, how often do you feel you've done each of the following?

	Never ▼	Sometimes ▼	Often ▼	Very Often ▼
Improved knowledge and skills that will contribute to your employability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explored how to apply your learning in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Which of the following do you feel like have you done during the past semester in GEOG 309 or MGMT208?

	Did Not do ▼	Did Sometimes ▼	Did Very Often ▼
Practicum, internship, <i>fieldwork</i> or clinical placement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Industry placement or <i>work experience</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Community service</i> or volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in a <i>study group</i> or learning community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work on a research project with a staff member outside of coursework requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Culminating final-year experience (e.g. honours thesis, comprehensive exam, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Which of these boxes best represent the quality of your relationships with people in your GEOG 309 or MGMT208 class?

Relationships with **other students**

Unfriendly,
unsupportive,
sense of alienation

Friendly,
supportive,
sense of belonging


☐

1

☐

2

☐

3

☐

4

☐

5

☐

6

☐

7

Relationships with **teaching staff**

Unavailable,
unhelpful,
unsympathetic

Available,
helpful,
sympathetic


☐

1

☐

2

☐

3

☐

4

☐

5

☐

6

☐

7

About how many hours do you spend in a typical seven-day week doing each of the following? Leave blank if the item does not apply.

Preparing for GEOG 309 or MGMT208 class (e.g. studying, reading, writing, doing homework or lab work, analysing data, rehearsing and other academic activities)

☐

None

☐

1

☐

2

☐

3

☐

4

☐

5

☐

6

☐

> 6

Participating in extracurricular activities (e.g. organisations, campus publications, student associations, clubs and societies, sports, etc.)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	1 – 5	6 – 10	11 – 15	16 – 20	21 – 25	26 – 30	> 30

To what extent does **your institution** emphasise each of the following?

	Very little ▼	Some ▼	Quite a bit ▼	Very much ▼
Helping you cope with your non-academic responsibilities (e.g. work, family, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing the support you need to socialise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing the support you need to help you succeed academically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent does your **GEOG 309 or MGMT208** class emphasise each of the following?

	Very little ▼	Some ▼	Quite a bit ▼	Very much ▼
Spending significant amounts of time studying and on academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encouraging contact among students from different economic, social and ethnic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using computers in academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall, how would you evaluate the entire educational experience in **GEOG 309 or MGMT208?**

Poor ▼	Fair ▼	Good ▼	Excellent ▼
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is your student identification number? Please write in the following box. No individual is identified in any analyses or reports.

Which category best represents your average overall grade so far?

☐ ☐ ☐ ☐ ☐ ☐ ☐
No results <50 50 – 59 60 – 69 70 – 79 80 – 89 90 – 100

What are the BEST ASPECTS of how GEOG 309 or MGMT208 engages students in learning?

What could be done to IMPROVE how GEOG 309 or MGMT208 engages students?

Follow-Up Survey

-----**AUSSEcv (CLASS version) END**-----